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MARSHALL COLLEGE BULLETIN

CATALOGUE NUMBER

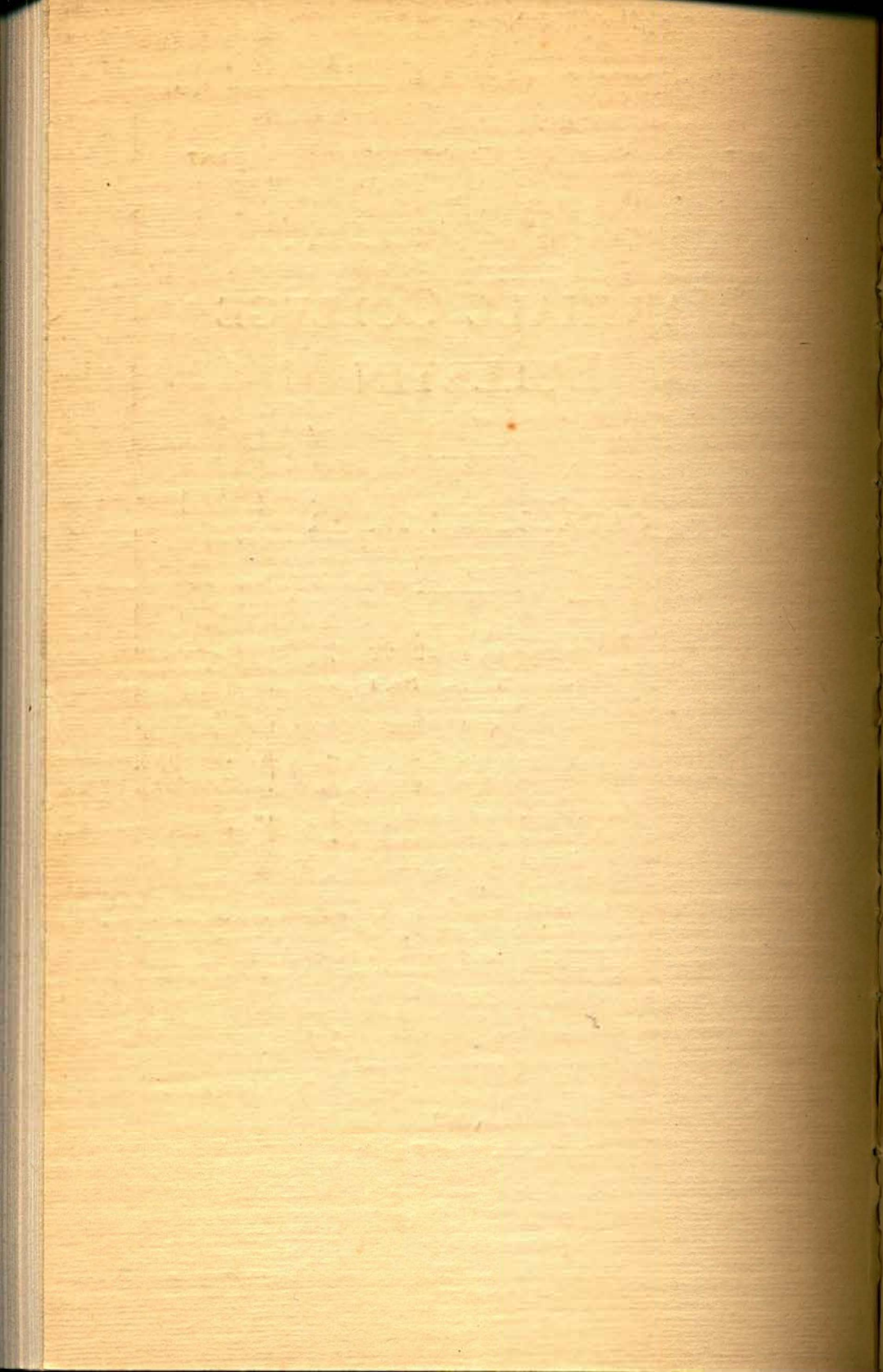
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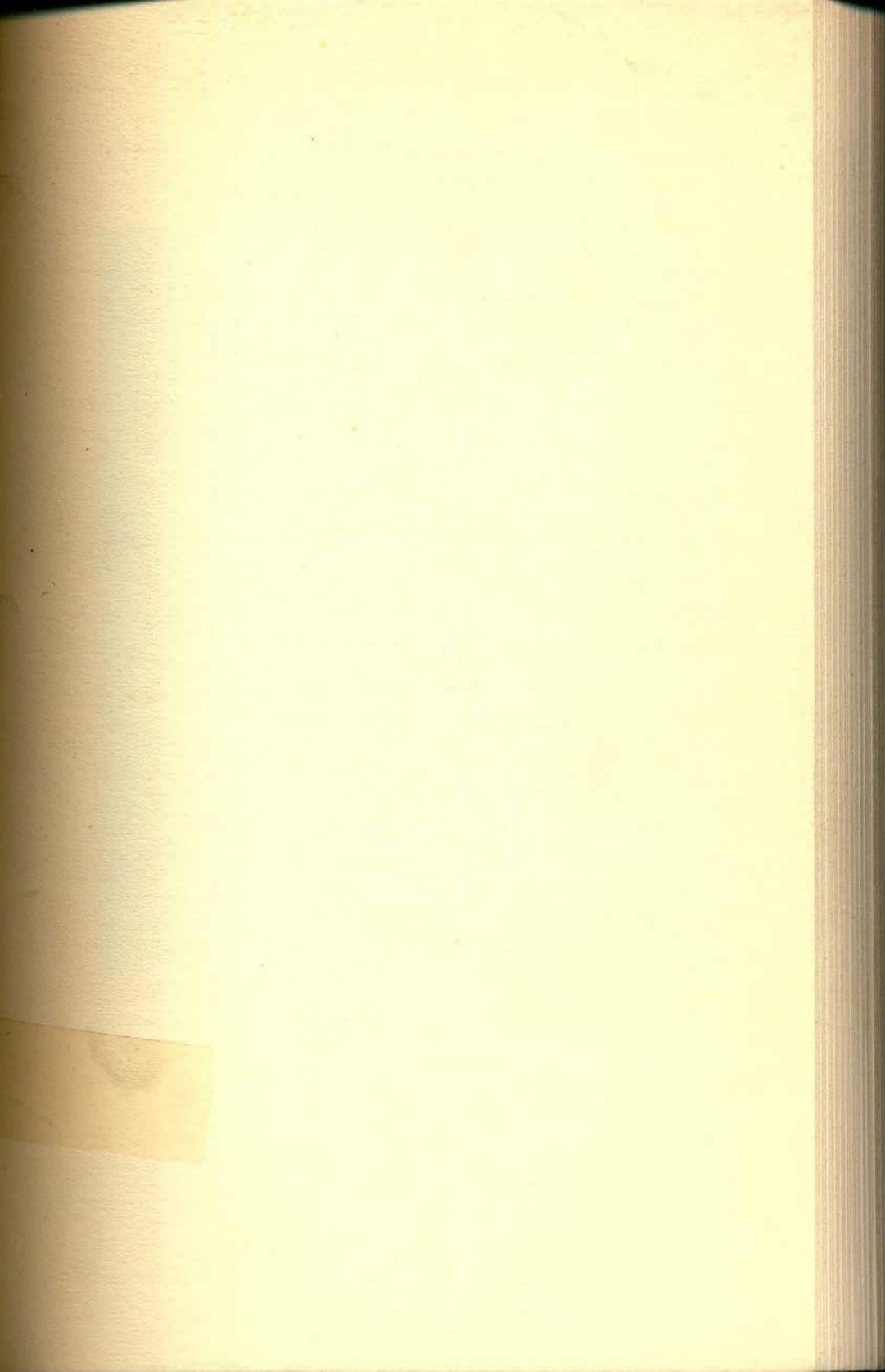
Volume II

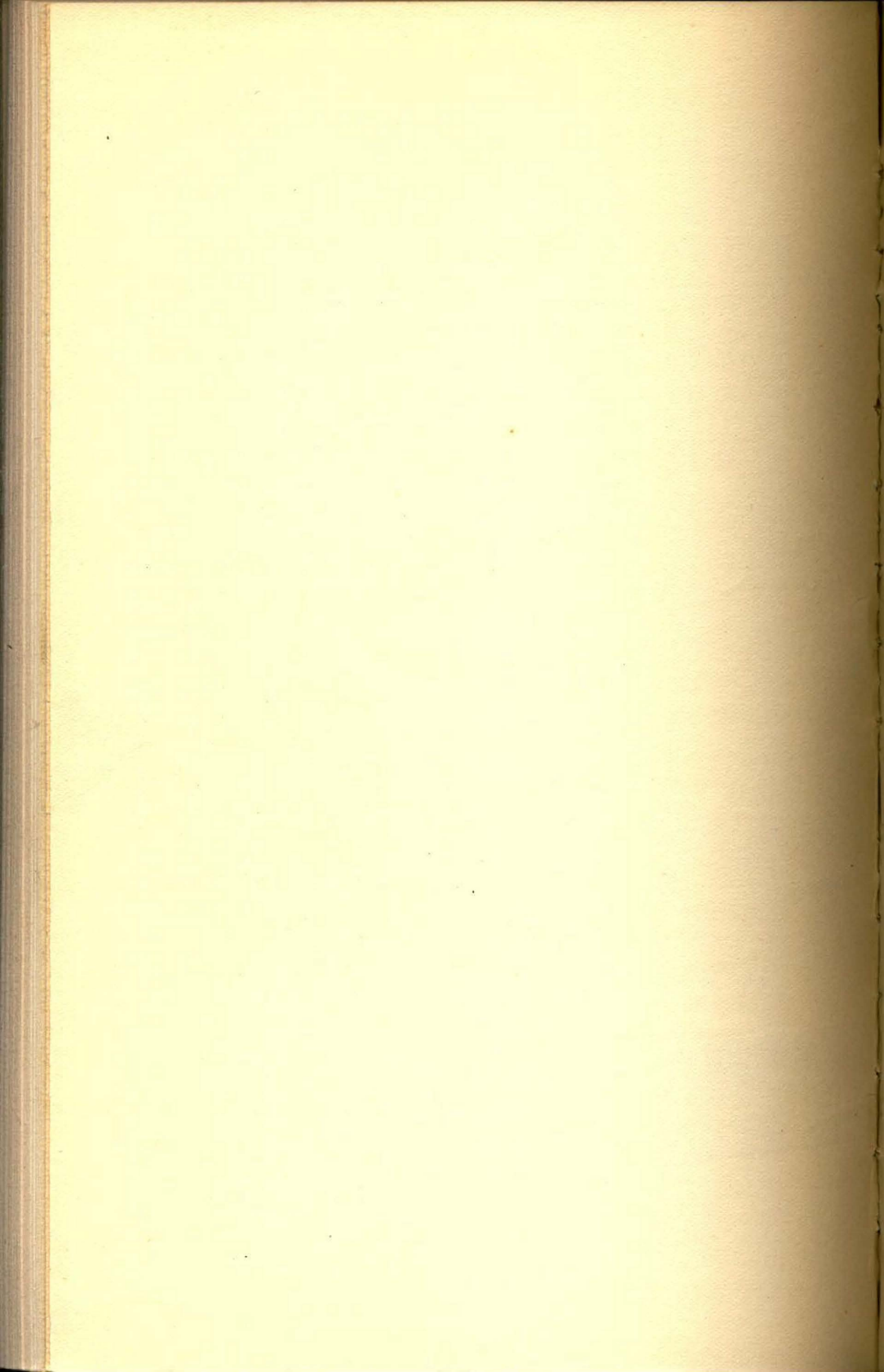
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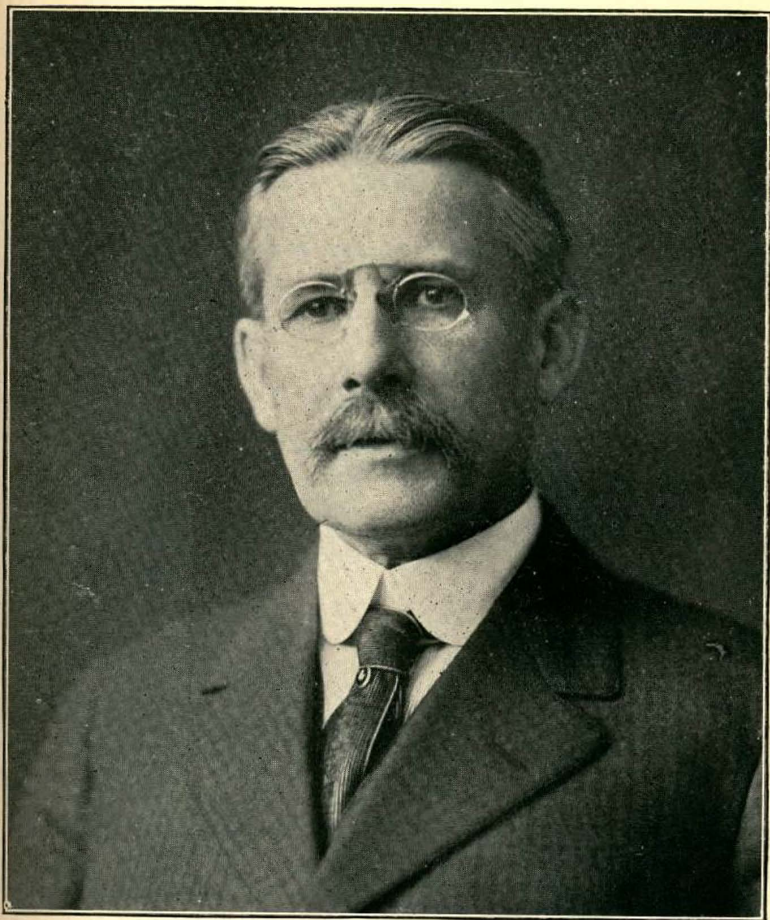
June, 1917

Huntington, West Virginia

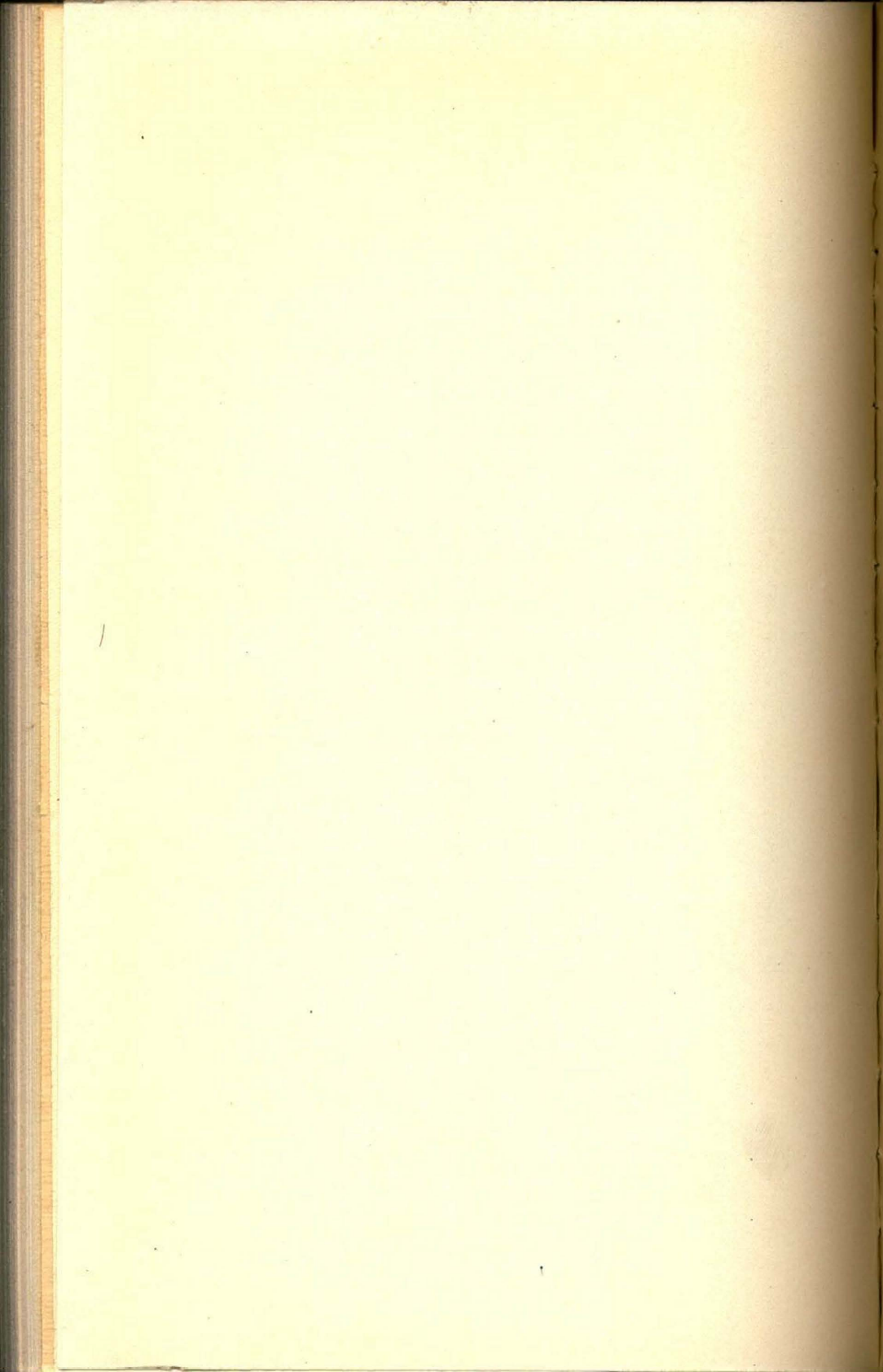








GEORGE S. LAIDLEY
MEMBER OF BOARD OF REGENTS

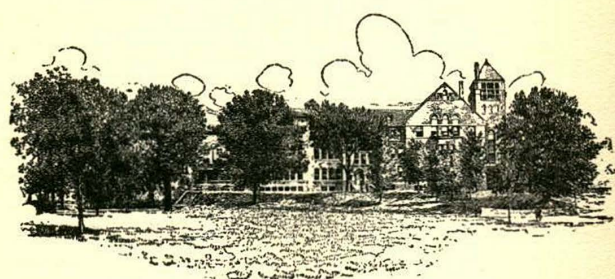


MARSHALL COLLEGE BULLETIN

ISSUED QUARTERLY
Volume II *No. 1*

CATALOGUE
1916-1917

JUNE, 1917
HUNTINGTON, WEST VIRGINIA
Published by Marshall College



CALENDAR

SESSION 1917-1918

FIRST SEMESTER:

Opens.....Tuesday, 9 A. M., September 18, 1917

Closes.....Tuesday, Noon, January 29, 1918

SECOND SEMESTER:

Opens.....Wednesday, 9 A. M., January 30, 1918

ClosesWednesday, Noon, June 12, 1918

SPRING TERM:

Opens.....Tuesday, March 26, 1918

Closes.....Wednesday, Noon, June 12, 1918

SUMMER TERM:

Opens.....Thursday, 9 A. M., June 13, 1918

Closes.....Thursday, Noon, July 25, 1918

HOLIDAYS

THANKSGIVING RECESS.....November 29, 30

CHRISTMAS VACATION..December 20, Noon, to Thursday, 8 A. M., January 3

WASHINGTON'S BIRTHDAY.....February 22, 1918

EASTER RECESS.....March 22, Noon, to Wednesday, 8 A. M., March 27

DECORATION DAY.....May 30, 1918

OFFICIAL BOARDS

STATE BOARD OF CONTROL

403 Capitol Street

CHARLESTON, WEST VIRGINIA

In the management of educational institutions the State Board of Control has the direction of the financial and business affairs.

JAMES S. LAKIN.....Charleston, W. Va.
E. B. STEPHENSON.....Charleston, W. Va.
J. M. WILLIAMSON.....Charleston, W. Va.

STATE BOARD OF REGENTS

State Capitol

CHARLESTON, WEST VIRGINIA

In the management of educational institutions the State Board of Regents has charge of all matters of a purely scholastic nature.

M. P. SHAWKEY, *State Supt. of Schools, President*.....Charleston, W. Va.
GEORGE S. LAIDLEY.....Charleston, W. Va.
N. G. KEIM.....Elkins, W. Va.
E. W. OGLEBAY.....Wheeling, W. Va.
F. N. SYCAFOOSE.....Webster Springs, W. Va.

J. F. MARSH, *Secretary*.....Charleston, W. Va.

ORGANIZATION

THE FACULTY

SESSION 1916-17

O. I. WOODLEY, *President*, A. B., M. Pd., A. M.

ALLEN, LOU M., *Vocal Music*.

Alma College; University School of Music, Ann Arbor, Mich.

ANDREW, VERA, *Assistant in English*.

Western Reserve University, A. B.; Columbia University, A. M.

BURGESS, FRANCES C., *Geography*.

Marshall College, 1889; University of Chicago, Ph. B.

CHAMBERS, B. B., *Athletic Director, Assistant in Mathematics*.

Marshall College, 1901; Denison University, A. B.

CHILDS, W. A., *Manual Training*.

Cornell University.

CUMMINGS, ANNA S., *Superintendent of Training School, Education, Psychology and General Method*.

Colby University, A. B., A. M.; Leland Stanford, Jr., University; University of Grenoble and the Sorbonne, Paris.

DENOON, ANNA L., *Assistant in Mathematics*.

Marietta College, A. B.; Columbia University.

DONALDSON, MARY L., *Assistant in Biology*.

Marshall College, 1908 and 1909; Mount Holyoke College, A. B.

EVERETT, MRS. NAOMI, *History and Economics*.

Steubenville Seminary; University of Chicago, Ph. B.; the Sorbonne, Paris.

FRANKLIN, W. H., *Superintendent of Buildings, English*.

Allegheny College, A. B.; Harvard.

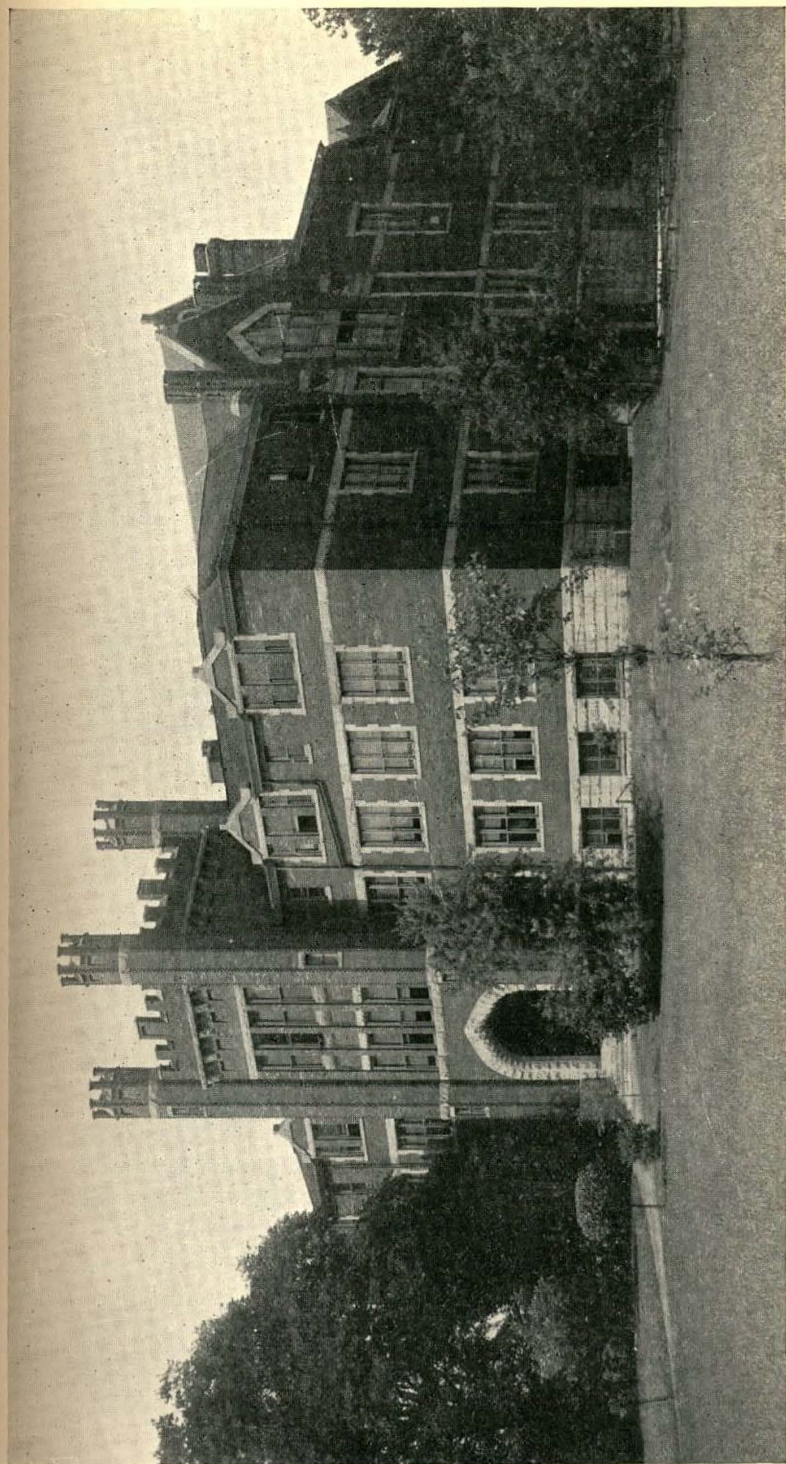
FULLER, KATE M., *Assistant in English*.

Randolph-Macon Woman's College, A. B.; Columbia University.

HACENEX, LILIAN, *Mathematics*.

West Virginia University, A. B.; Ohio Wesleyan; Cornell; Columbia; University of Marburg, Germany.

- HAWORTH, C. E., *Dean of Faculty, Literature.*
Colgate University, A. B., A. M.; University of Chicago.
- HIGGINS, MARGARET MAY, *Assistant in Literature.*
Smith College; University of Chicago, Ph. B.
- JOHNSON, HARRIET D., *Latin.*
Denison University, A. B.; University of Chicago.
- LARGENT, R. J., *History.*
West Virginia University, A. B.; Cornell; Harvard.
- LECATO, J. M., *Agriculture and Biology.*
University of Michigan, A. B.; University of Illinois, A. M.; Johns Hopkins.
- LYON, MRS. HARRIET, *Preceptress, Supervisor of Primary Grades, Primary Methods.*
Edinboro State Normal Training School, B. Ed., M. Ed.; Inter-State School of Methods; Work under Col. Parker, Thomas Balliet and Alexander Fry; University of Pennsylvania.
- MACGEORGE, MILDRED, *Piano.*
Studied piano three years in Berlin, Germany, under Alberto Jonas, and harmony and counterpoint under Hugo Kaun and Walter Meyrowitz.
- MYERS, E. E., *Drawing and Art.*
Pittsburgh; Cincinnati; Harvard; New York University.
- NORMAN, JOHN E., *Chemistry.*
Marshall College; Ohio State, B. S.
- PRICHARD, LUCY ELIZABETH, *Correspondence Work, History Methods.*
Vassar College, A. B.; University of Chicago; Columbia University.
- STALNAKER, ELIZABETH, *Supervisor of Grammar Grades, French and Education.*
West Virginia University, A. B.; Columbia University, A. M.
- STEVENSON, OLLA, *German.*
Northwestern University, A. B. and A. M.; University of Chicago; Universities of Marburg and Berlin, Germany.
- WHITAKER, ORIE S., *Domestic Science and Domestic Art.*
Graduate Georgia Normal and Industrial College; Student Teachers College, Columbia University.
- WILSON, EFFIE MAY, *Assistant in Piano.*
William Woods College, A. B.; Graduate of Cincinnati Conservatory of Music.
- WYLIE, R. M., *Assistant President, Physics.*
Denison University, A. B., A. M.; University of Chicago.



MARSHALL

TRAINING SCHOOL

1916-17

ARNETT, BESSIE DEY, *Eighth Grade.*

West Virginia Wesleyan College, B. S.

ISBELL, LILLIAN, *First Grade.*

Marshall College; Teachers College, Columbia University.

MYERS, MARY, *Fourth and Fifth Grades.*

Marshall College; University of Chicago.

NORMAN, LELA B., *Seventh Grade.*

Mt. Victory High School Graduate; Ohio Northern University; Ohio State University.

TUDOR, HATTIE E., *Sixth Grade.*

High School and Normal School Preparation.

WILSON, EDITH, *Second and Third Grades.*

Warrensburg, Mo., State Normal School; William Woods College, A. B.

EXECUTIVE AND CLERICAL OFFICERS

1917-18

O. I. WOODLEY.....	<i>President</i>
R. M. WYLIE.....	<i>Assistant President</i>
C. E. HAWORTH.....	<i>Dean of Faculty</i>
MRS. HARRIET LYON.....	<i>Preceptress</i>
MRS. ELIZABETH F. MYERS.....	<i>Librarian</i>
MISS LILIAN HACKNEY.....	<i>Student Credits</i>
MR. LARGENT AND MISS FULLER.....	<i>Special Examinations</i>
MRS. R. M. WYLIE.....	<i>Secretary</i>
MISS ORA B. STAATS.....	<i>Treasurer-Registrar</i>
W. H. FRANKLIN.....	<i>Superintendent of Buildings</i>
MRS. ELSIE BRISTOWE.....	<i>Matron</i>

STUDENT ASSISTANTS

1917-18

CLYDE LESTER, *Physics*.

WIRT HATFIELD, *Chemistry*.

W. V. WILKERSON, *Agriculture and Biology*.

PEARL CHAMBERS, *Home Economics*.

CLASS OFFICERS

SENIOR NORMAL, CLASS OF 1918—Miss Stalnaker.

JUNIOR NORMAL AND ACADEMIC, CLASS OF 1919—Miss Fuller.

ACADEMIC SENIORS—Miss Hackney.

SECONDARY SENIOR, CLASS OF 1918—Miss DeNoon.

SECONDARY JUNIOR, CLASS OF 1919—Miss Higgins.

SOPHOMORE, CLASS OF 1920—Mr. Largent.

FRESHMAN, CLASS OF 1921—Miss Andrew.

MUSIC—Miss Wilson.

SHORT COURSE—Miss Prichard.

JANITORS

C. M. WORKMAN.....	<i>Carpenter and Head Janitor</i>
MRS. BELLE BURNS.....	<i>Janitress</i>
MRS. MILLIE GERREN.....	<i>Ladies' Cloak Room and Janitress</i>
MRS. ANNA LONG.....	<i>Janitress</i>
D. J. LYKINS.....	<i>Furnaces and Lawns</i>

GENERAL INFORMATION

HISTORY

"Marshall Academy" was established in 1837, shortly after the death of Chief Justice John Marshall, of the Supreme Court of the United States, in whose honor the school was named. It was organized as a private institution. In 1856 the work of the "Academy" was enlarged and re-organized, and the name changed to "Marshall College."

The Civil War greatly affected the fortunes of the school. So serious was the situation at its close that a number of leading citizens in this section of the new state of "West Virginia" succeeded in having the Legislature take it over as a "State" Normal School; "Normal" in name, but wholly "academic" in organization and in fact, and such it remained with varying fortune, save a little teaching of "pedagogy," "school management," etc., till 1897, when a "practice school" of one grade was organized; but the State refused to support it, and, accordingly, this nucleus was abandoned, after two years of unappreciated effort to develop the "normal training" feature, and the school continued as an academic institution as before.

In January, 1902, the Department of Education was organized, and a "model" or "practice" school for teachers was opened, thus adding to the academic work of the school a professional department for the training of teachers for the public schools of the State.

This was the first step toward normal school work in the State, and the school has since then been officially known as "Marshall College," "The State Normal School," or "The Parent Normal School," the name "Marshall College" having been retained by legislative enactment as the official title of the school, out of consideration for *sentiment*.

The school was established on the site of the present eastern section of College Hall *thirty-four* years before the founding of the City of Huntington.

None of the records of the school during the period of time it was an academy and a college are preserved. During the time of the war they were lost or destroyed and it has been impossible to bring together any reliable data concerning the early days. All reliable statistics with reference to Marshall College date from the year 1867.

The following is a numerical list of the graduates by decades since the school became a State institution:

<i>Decade</i>	<i>Males</i>	<i>Females</i>	<i>Total</i>
1870 to 1879, inclusive.....	45	49	94
1880 to 1889, inclusive.....	32	49	81
1890 to 1899, inclusive.....	30	72	102
1900 to 1909, inclusive.....	166	245	411
1910 to 1917, inclusive.....	197	475	672
Totals	470	890	1,360

PURPOSE

The essential purpose of a normal school is to prepare persons for the important work of teaching. This is the main purpose for which Marshall College exists. It also includes in its aim assisting any young person whose desire is to prepare himself or herself for efficient living. Marshall College plans to include in its work the preparation of teachers for the rural schools, the graded schools and the high schools, and it is hoped that each of the three functions will be in operation in the near future.

LOCATION

Huntington, West Virginia, the location of the school, is an attractive, progressive and rapidly growing city of *fifty thousand* people. It is situated on the left bank of the Ohio River, eight miles above the Kentucky line, 161 miles above Cincinnati, 121 miles below Parkersburg, W. Va., 215 miles below Wheeling, W. Va., and about 275 miles below Pittsburgh, Pa.

Marshall College is peculiarly favored from the standpoint of accessibility from the various sections of our own State and from the outside world. Barring the one short link of eight miles that separates the N. & W. Railway from Huntington, an eight-mile link that is covered by three other railways, the school is in immediate connection, without change of cars, with four trunk-line railways—the B. & O., the C. & O., the N. & W., and the Virginian; with the Guyandotte Valley Railway, and with the Ohio Valley Electric Railway, a total of 930 miles of railway lying wholly in West Virginia.

BUILDINGS AND GROUNDS

Marshall College is beautifully located in the very heart of Huntington. Its campus, consisting of sixteen acres, is one of the finest in the State. The buildings are well adapted for the purpose of school work, and, in the fine setting which they have, make an imposing appearance.

The school is exceptionally well equipped with apparatus and material for the proper execution of the work. No other school in the State is better equipped, and only one or two as well equipped for the work which

they claim to do. In the matter of equipment alone Marshall should receive careful consideration on the part of those who are seeking places for study, for this fact makes the work here of exceptional quality.

STUDENT EXPENSES

BOARD

Young ladies who are not living at home or with relatives are expected to room and board in College Hall. The young men secure rooms in places approved by the faculty, and in most instances take their meals in clubs. The clubs pay a small amount to some person for cooking and serving the meals, and the boys pay actual cost for food. This makes room and board average about \$4.50 per week.

BOOKS

The cost of books varies from about \$4.00 to \$5.00 per session in the Secondary Years, to about \$6.00 to \$8.00 in the Junior and Senior Years, or about a general average of \$6.00 per session throughout the courses.

FEEES

a. Normal Department

	First Semester	Second Semester	Spring Term	Summer Term
Model School	\$ 7.50	\$ 7.50	\$ 5.00	\$
Secondary Course	6.00	6.00	3.50	6.00
Normal Course	6.00	6.00	3.50	6.00
Academic Course	6.00	6.00	3.50	6.00
Short Course	6.00	6.00	3.50	6.00

b. Music Department

	First Semester	Second Semester	Spring Term	Summer Term
Piano, head teacher	\$27.00	\$27.00	\$15.00	\$12.00
Piano, assistants	23.00	23.00	13.00	10.00
Public School Music	10.00	10.00	6.00	8.00
Harmony	9.00	9.00	6.00	6.00
History of Music	6.00	6.00	4.00	4.00

An enrollment fee of \$3.00 is to be paid once each year.

Use of Piano for practice hours:

	First Semester	Second Semester	Spring Term	Summer Term
If used one hour per day....	\$ 3.00	\$ 3.00	\$ 2.00	\$ 2.00
If used two hours per day....	4.50	4.50	3.00	3.00
If used three hours per day..	6.00	6.00	4.00	4.00
If used four hours per day..	7.50	7.50	5.00	5.00
If used five hours per day....	9.00	9.00	6.00	6.00
If used six hours per day....	10.50	10.50	7.00	7.00

Laboratory Fees

	First Semester	Second Semester	Spring Term	Summer Term
Physics, First Year	\$ 1.50	\$ 1.50	\$ 1.00	\$ 1.00
Physics, Second Year	3.00	3.00	2.00	2.00
General Chemistry	3.00	3.00	2.00	2.00
Agricultural Chemistry	3.00	3.00	2.00	2.00
Household Chemistry	3.00	3.00	2.00	2.00
Organic Chemistry	5.00	5.00	3.00	3.00
Biology	1.00	1.00	.50	.50
Physiography I	1.00	1.00	.50	.50
Botany	1.00	1.00	.50	.50
Agriculture	1.00	1.00	.50	.50
Domestic Art	1.00	1.00	.....	1.00
Domestic Science .....	.....	.....	.....	.....
Manual Training .....	.50	.50	.....	.....
English (laboratory texts)...	.50	.50	.25	.50

Note 1: An additional fee of \$9.00 per semester, \$5.00 per term, is charged students from other states, in the *normal* and *academic* departments, except during the *summer* term, when fees for students from all states are the same.

There is no additional fee in any department, for non-residents of the State, except in the *normal* and *academic* departments. In every other department the fees are the same for all students.

Note 2: A *semester* is half a school year, approximately eighteen weeks.

	ESTIMATED TOTAL COST	Semester
Enrollment Fee	\$6.00 to	\$ 6.00
Room (in College Hall)	10.00 to	12.00
Room (outside College Hall)	18.00 to	20.00
Board	54.00 to	60.00
Books	5.00 to	5.00
Incidentals	15.00 to	15.00

Total for semester for regular students.....\$90.00 to \$106.00

If laboratory or special courses are taken, this amount will be increased in accordance with rates given.

REGULATIONS CONCERNING BOARDING

No student is permitted to board anywhere or room anywhere except in places approved by the Boarding Committee, and should any one be found in a place not approved by the committee, he or she will be notified at once to move, on penalty of being dropped from school.

When a student changes his place of rooming he should notify the Secretary in the President's office at once, also his class officer, that they may correct the records and be able to locate him in case a long distance 'phone call or telegram of importance comes to the office for him.

Young ladies and young gentlemen are not permitted to room in the same home.

Boarding Clubs will not be open to young ladies hereafter unless it be a case where young ladies only are in the club. The only places where young ladies may have table board are the following:

1. In clubs composed exclusively of young ladies.
2. In private boarding houses approved by proper authorities.
3. In private homes approved by the proper authorities.
4. In College Hall.

All places of rooming or taking meals, for young ladies, must have the approval of the Boarding Committee and the Preceptress.

In no case shall the number taking meals in any *club*, whether for ladies or gentlemen, exceed twenty-five, until all other clubs for that particular sex shall have reached a corresponding number.

It shall be the duty of the Boarding Committee to decide upon the places where clubs shall be opened, appoint the matrons and the managers, regulate the numbers in each club, assign each new student to a club, have general supervision of the clubs, and disband them when it seems best to do so.

The advice and approval of the Preceptress must be had, also, in all matters of importance connected with the boarding and rooming of young ladies.

REGULATIONS CONCERNING ROOMS, ETC.

Students will not be permitted to room at any place in which owners are not willing to conform to rules and regulations governing students. Persons desiring to take students can get copies of these rules at the office. In case the rules are not observed, students will be required to change their rooming places.

Students who do not reside at home are expected to get permission when leaving the city. This rule is made for the purpose of protecting the student and also enabling him to be located in case any urgent call should come for him. While this rule is not made absolute, it will be considered a breach of good faith and confidence for students not to observe it. The motive for formulating the rule is reasonable and should appeal to every

student and parent. The girls will get permission from the Preceptress, and the young men will get permission from the office of the President.

Students desiring to change their boarding places or their rooms, are required to give notice of such desire and change before it is made. This is a very important requirement and its observance must be strictly adhered to. The place in which students have their rooms and in which they take their meals must be approved by the committee. There must be no exceptions to this rule.

LIBRARY AND STUDY HALL

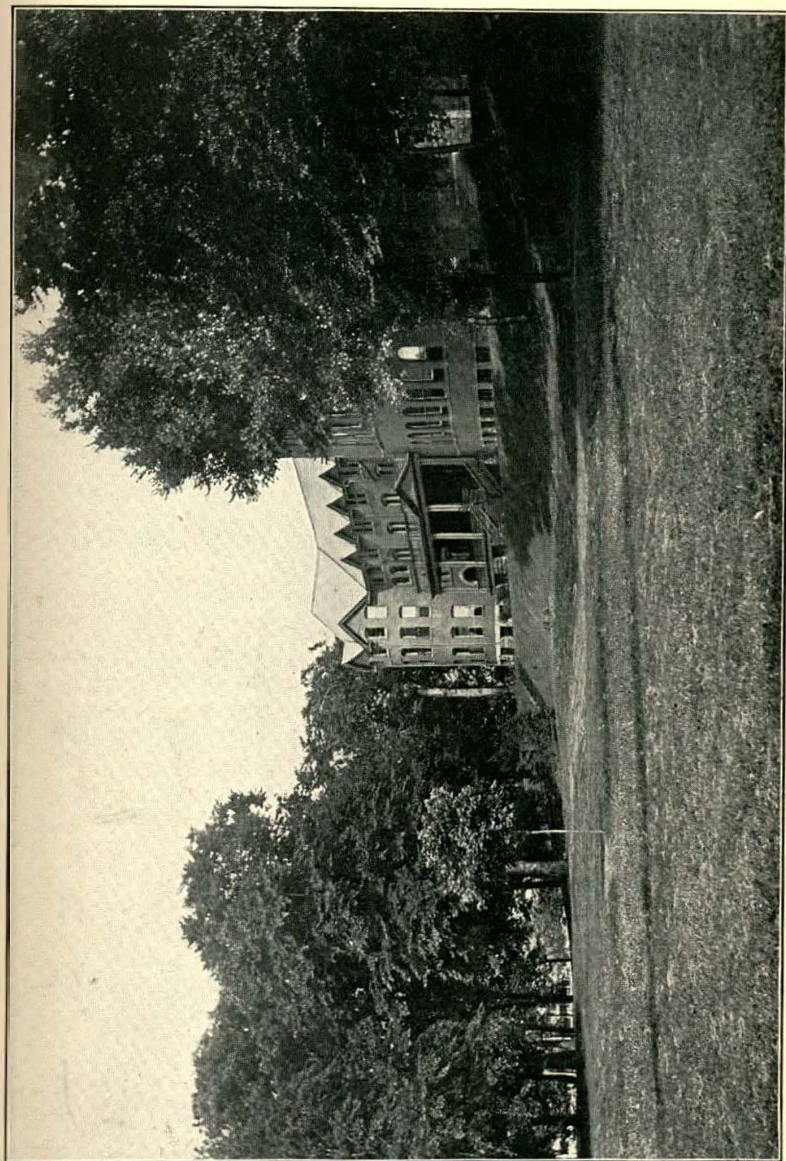
When a student enters school in the morning, he is supposed to remain on the grounds until his work for the session is completed. Variations of this rule may be made by special arrangement with the President. When students are not in the recitation room they are expected to be in the study hall or library. The study hall and library will be regarded the same as a recitation, and when a student enters at the beginning of a period he is expected to remain there the same as if in a recitation. If it is necessary to leave during the period, he can get an excuse from the person in charge.

ATTENDANCE AND GRADES

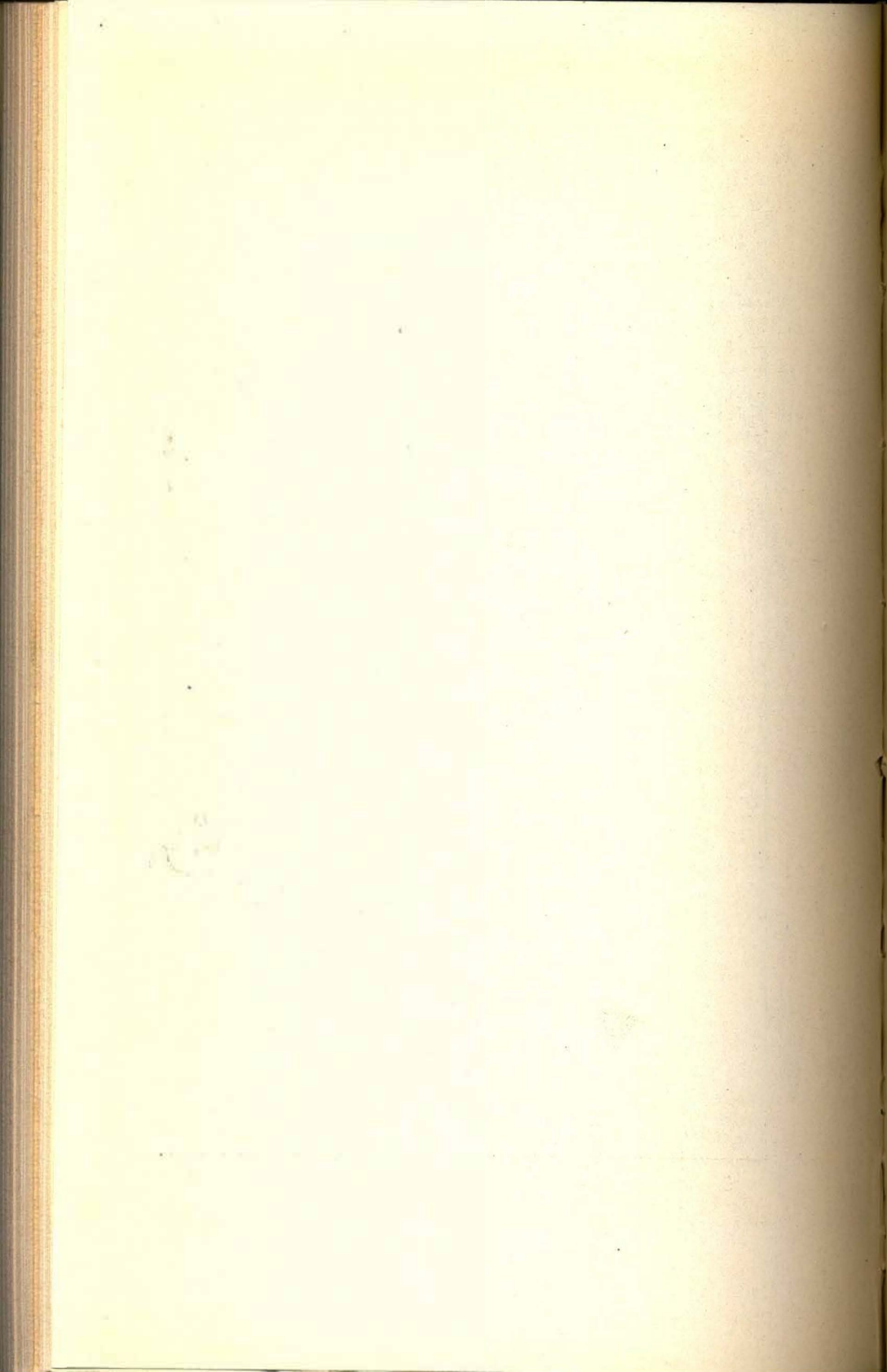
In making up the final average of a student's work at the end of a term, the daily work will count 60% and the examination 40%. Every day's absence from class will count off 2%. When absence is due to sickness of the student or serious sickness in his home, or when he has been excused in advance by the President, the recitations lost may be made up. When the absence is for any other reason than those mentioned above, the 2% off must stand. When a student is absent three times in succession his name is to be reported to the office. When the student enters late in the term, the 2% rule will apply. If he can show good cause for entering late, he will be permitted to make up back work if the teacher in charge can make satisfactory arrangements without too much additional work. Cutting classes will be regarded as one of the very serious offenses against the school. A student known to have cut class twice during any semester will not be permitted to continue in the class, nor will he get credit for work done.

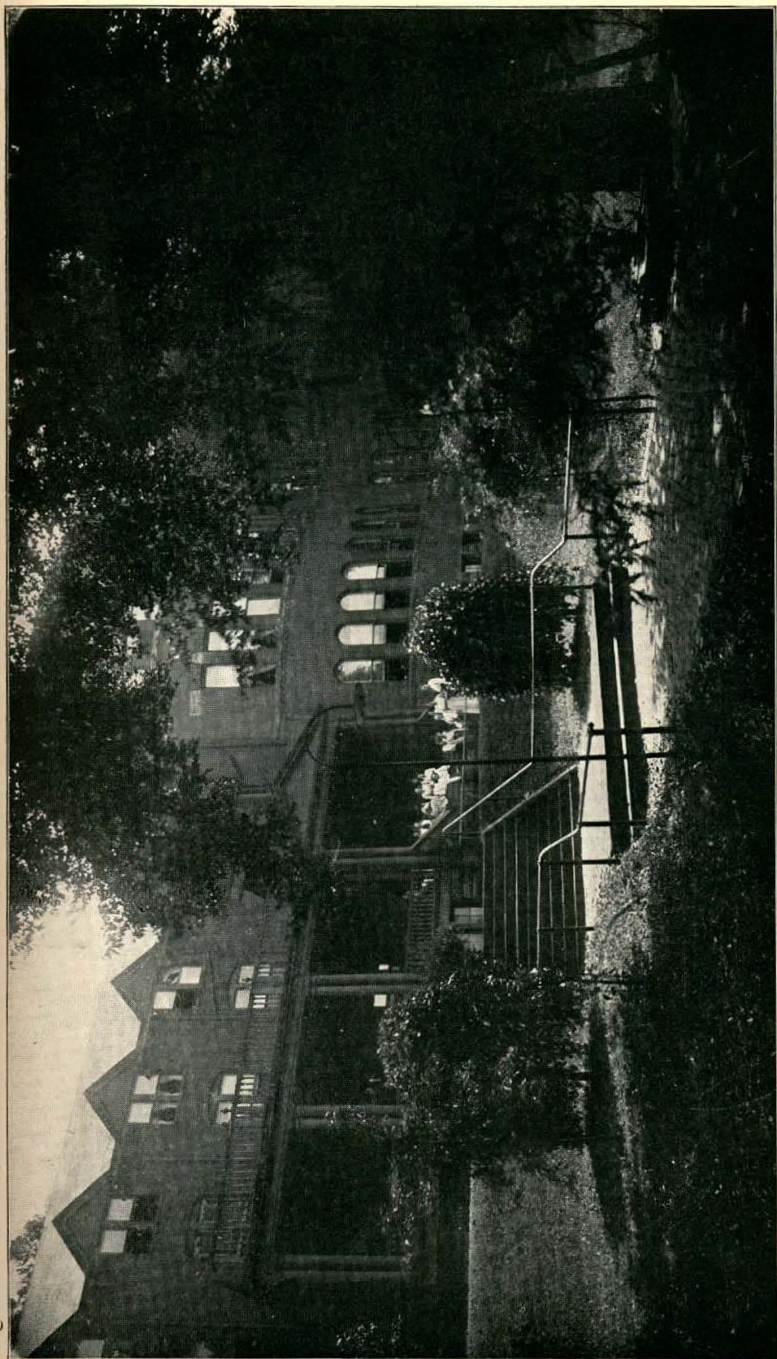
Three cases of tardiness will be regarded as equivalent to one case of absence. A student will be regarded as tardy if he is not in the recitation room at the ringing of the second bell.

Students leaving school without notice and without cause will receive no credit for work done. When it is necessary for a student to leave before the end of a term, he is expected to see each teacher about his work, make a statement as to why he is going, and make arrangements for getting credit for what has been done.



COLLEGE HALL





MAIN ENTRANCE TO COLLEGE HALL

COLLEGE HALL

The College Hall is composed of the two eastern sections of the college buildings; it stands on the eastern end of the high central portion of the grounds, and will accommodate about one hundred girls. On the west it is joined to the college buildings, the central hallway on the first floor extending continuously through both the hall and the main college building.

It is three stories high besides a full basement story. It is one of the most airy, most healthful, and, in hot weather, one of the coolest places in Huntington. Approached by broad paved walks, by a wide driveway in the rear, and surrounded by green lawns ornamented with stately old trees, this school home is one of unusual charm.

ADMISSION

Young ladies who wish to engage rooms in the hall should always do so at least three months in advance. It often happens, however, that a girl who has engaged a room finds it impossible to enter school. In such cases, if the room is rented to another student, the money will be refunded.

Rooms are not considered engaged until one semester's rent has been paid.

Only regular students and teachers are allowed to board in the hall.

GOVERNMENT

Beyond the expectation that the life of our students shall conform to the requirements of promptness and fidelity to duty, that they be and act the part of a lady at all times, and show that considerate regard for others which characterizes refined womanhood, we have few fixed rules.

This does not mean, however, that the young women are absolutely without restrictions.

The Preceptress has the personal oversight of the students who reside in the hall, and such house regulations are enforced as are considered necessary to good order and good habits; also for securing the best educational results.

By a persistent disregard of regulations the student will forfeit her right to the privileges of the hall.

TO PARENTS

When parents or guardians send their daughters, or others for whom they are responsible, here, they must send them subject to our government, for while under our care we must decide what is best, and not they.

When students desire special permission to attend a social function or to remain away from the hall over night, they shall present to the Preceptress a written request, signed by parent or guardian. Upon receipt of this request, the Preceptress may grant permission for this special privilege. In case of disagreement the final decision shall rest with the President.

Girls who do not have rooms in College Hall will be under the same gen-

eral regulations as the girls in College Hall. They must conform to general rules in force in College Hall. When it is desired to attend social functions of any kind they must secure permission from the Preceptress the same as the girls in College Hall. This rule is a very important one, and it is expected that it will add much to the security and value of the girls' life here.

CONVENIENCES

The building is heated by steam and lighted by natural gas and electricity.

Hot and cold water are furnished throughout the building.

The Bell Telephone system is connected with the hall, and through this, the Western Union and Postal Telegraph systems.

Street car connections with all parts of the city and adjoining towns, directly from the College gate.

ROOMS AND ROOM RENT

The rooms are furnished with *single beds, mattresses, closets, dressers, chairs, table, light and heat*. The students themselves are required to furnish their own *bedding* (except the mattress) and *towels*, and are *required* to keep their rooms *clean* and *in order*. Each student is required, also, to provide herself with her own *hot water bottle, soap dish, spoon, two glass tumblers*, and a *small pitcher* for *drinking water*.

All breakage of whatever kind, whether of furniture or equipment, is paid for by the occupants of the room in which the *breakage* occurs.

Room rent "per semester" is as follows:

Third floor, single room, \$10.00 per student.

Third floor, room in suite, \$12.00 per student.

Second floor, \$11.00 per student.

Room rent is payable when the room is engaged.

Room rent for term less than a semester, 75 cents per week.

TABLE BOARD

Charges for Table Board are as follows:

First semester, if paid for the entire semester in advance....\$60.00

Second semester, if paid for the entire semester in advance.... 60.00

Spring term, if paid for the entire term in advance..... 35.00

Summer term, if paid for the entire term in advance..... 21.00

Board not paid for in advance will be 25 cents per week extra.

Should the student prefer to pay her board by the "month" (four weeks), instead of by the "semester" or "term," the rate is \$3.50 per week, payable in advance at the beginning of each month (four weeks).

Rates for board by the *semester* or *term* do not include either the Christmas or the Easter holidays. If a student remains in the hall during

either of these vacations board will be charged at the rate of 75 cents per day.

Single meals for guests will be: Dinner, 30 cents; breakfast, 25 cents, and luncheon, 25 cents.

All correspondence concerning *Table Board or Room* in College Hall should be addressed to

THE SECRETARY,
Marshall College,
Huntington, W. Va.

No *reduction* is made in Table Board for short absences (a few days) at the opening or close of a "semester" or "term," or for the Thanksgiving Recess.

A rule passed by the State Board of Regents:

It is hereby ordered that, so long as there is room for them in College Hall at Marshall College, all young women under 21 years of age, excepting those who room and board at home, are required to room and take their meals in College Hall; if under 21 years of age, and there is no space to give them room in College Hall, then they shall at least take their meals at College Hall tables so long as there is table room for them, all exceptions to this ruling to be made with the approval of the President and the Preceptress.

Every parent who appreciates the importance of protecting young girls, away from home, in a city, will appreciate this ruling of the State Board.

STUDENT ORGANIZATIONS

I. LITERARY

Classical Association: Both sexes. One year of Latin required for membership.

Die Deutsche Gesellschaft: Both sexes.

Le Cercle Francais: Both sexes.

The Outlook Debating Club: Young men only.

The Ciceronian Debating Club: Young men only.

The Erosophian Literary Society: Both sexes.

II. RELIGIOUS

The Young Men's Christian Association.

The Young Women's Christian Association.

III. ATHLETIC

Marshall College aims to have its athletic interests conducted in an open, honest, practical way. While it is desirable to have a team that wins a good percentage of games, the management of athletics at Marshall

College realizes that games won by unfair means and by teams made up of those not directly interested in study are a positive injury to the school. The moral tone of athletics in an institution should be as pronounced and genuine as is the work of the Young Men's Christian Association.

The entire student body constitutes the athletic association. Each student pays semi-annual dues at the time of his enrollment at the opening of each semester. These dues entitle the student to a ticket of free admission to any athletic contest on the home ground, in which a Marshall College team is a competitor.

The following rules govern the athletic work at Marshall College:

1. A student to be eligible to any team representing Marshall College in a contest with a team from any other school must have enrolled within ten school days from the date of the opening of the semester in which the game is played. He must be regularly enrolled in at least three regular subjects, and maintain a passing standing in each and an average of at least 75%.

2. No player shall receive any remuneration for his services as an athlete from the school authorities, or from any person or group of persons. Any student known to have received remuneration in any form to induce him to take part in any form of athletics will be debarred from all athletics. The President of Marshall College shall be the judge of the eligibility of all players.

3. No person will be permitted to play on the regular team who cannot present a clear amateur record. The only exception to this rule will be for *students* who play summer baseball during vacation. Every member of the regular team will be required to put in writing a statement of his athletic relations in the past, which will be kept on file in the office of the President. This statement will also include schools in which he has studied.

4. A list of eligible players and substitutes, revised from time to time, must be given to the President of the school by the athletic director. On Tuesday of each week the members of the faculty are to report on the work of each student player. If any student is not doing passing work, the President will notify him. If he is unable to get his work up to the requirement within one week after being notified, he is dropped from the team for at least one week and until his work is satisfactory. If he is reported failing three weeks in succession, he is dropped from the team for the season. A player who enters late in a semester is to be reported down in a subject until he makes up his back work.

CHAPEL EXERCISES

These exercises are held on Wednesday of each week, from 9:45 to 10:15 o'clock a. m., under the general direction of the Faculty. The religious feature consists of a short Scripture reading, a brief talk, and a

prayer. The Faculty and all students are expected to attend the chapel service.

There will also be a general meeting of the Faculty and students on Thursday of each week at 12 o'clock, to deal with all the various matters connected with student organizations and the many general problems that arise in connection with the school work. On this day the time of the class hours will be 50 minutes instead of 60, thus avoiding the serious loss of time to the school, and at the same time taking care of its many needs. All students are required to attend the Thursday meeting.

COURSES OF STUDY

NORMAL COURSE

A two-year course for those who have completed a four-year high school course. Graduates receive a diploma and also a first-grade certificate, good in any of the elementary schools in the State.

ACADEMIC COURSE

A two-year course of college work for those who have completed a four-year high school course. It is entirely an elective course, made up from the advanced courses. A diploma is granted to those who complete eight full units of work.

A SECONDARY COURSE

A four-year course for those who have completed the eighth grade. A certificate is issued to those who complete it.

SHORT CERTIFICATE COURSE

A modified secondary course. Those who complete it get first-grade certificates good for three years.

PIANO COURSE

A full course in piano for which a diploma is granted.

HOME ECONOMICS COURSE

A two-year special course for those desiring to teach home economics. For high school graduates only. The person who completes the course will receive a diploma.

VOCAL MUSIC COURSE

A two-year course for those who desire to teach music in the public schools. For high school graduates only. The person completing this course will receive a diploma.

DRAWING COURSE

A three-year course for those desiring to teach drawing. Only high school graduates are eligible to this course. Upon its completion a diploma is granted.

THE UNIT

1. A Secondary unit is the equivalent of nine months' work in any subject of recognized standard educational value, recitations not less than four times per week, not less than 60 minutes in length.

2. A College unit is the equivalent of nine months' work in any subject of recognized college value, recitations not less than four times per week, not less than 60 minutes in length.

CLASSIFICATION OF STUDENTS

Students who have completed three units of work or less in the secondary course will be known as Freshmen.

Students who have completed less than seven units of work and more than three units of work will be regarded as Sophomores.

Students who have completed less than eleven units of work and more than seven units of work will be regarded as Juniors Secondary.

Students who have completed eleven or more units of work and less than sixteen units of work will be regarded as Seniors Secondary.

Students who have completed a four-year secondary course and who are taking the Normal course will be classified as Juniors Normal.

Those who have completed at least three units of the Junior Normal year will be classified as Seniors Normal.

Students who have graduated from four-year high schools and who are not taking the Normal course, will be known as Juniors Academic, and if they have completed three courses of advanced work will be called Seniors Academic.

Students doing special work will be classified according to the number of units they have, and in addition the name of the course in which they are specializing. For example: If a student in music has six units of work she will be known as Sophomore, Music. If she is a high school graduate and taking music, she will be a Junior Normal, Music.

If a student is back a subject in any year, he will be required to make this a part of his regular work. Under no circumstances will he be permitted to take advanced work until this is made up. For example: A Sophomore who has one unit of Freshman work to make up will not be permitted to take a subject in the Junior or Senior year.

SECONDARY COURSE OF STUDY

The following quotation from the Rules and Regulations of the Board of Regents governing normal schools indicates in a general way the work in the secondary course:

"The Academic work leading up to the normal course shall consist of four years and shall be known as the secondary course. This course shall be known in the several years that compose it as—

The Freshman Secondary;
The Sophomore Secondary;
The Junior Secondary;
The Senior Secondary.

"The following represents the minimum amount of work required in the secondary course:

English	4 units	Language	2 units
Algebra	1 unit	Manual Training (boys) ..	$\frac{1}{2}$ unit
Geometry	1 unit	Domestic Art (girls)	$\frac{1}{2}$ unit
History	2 units	Vocal Music	$\frac{1}{2}$ unit
Science	2 units		

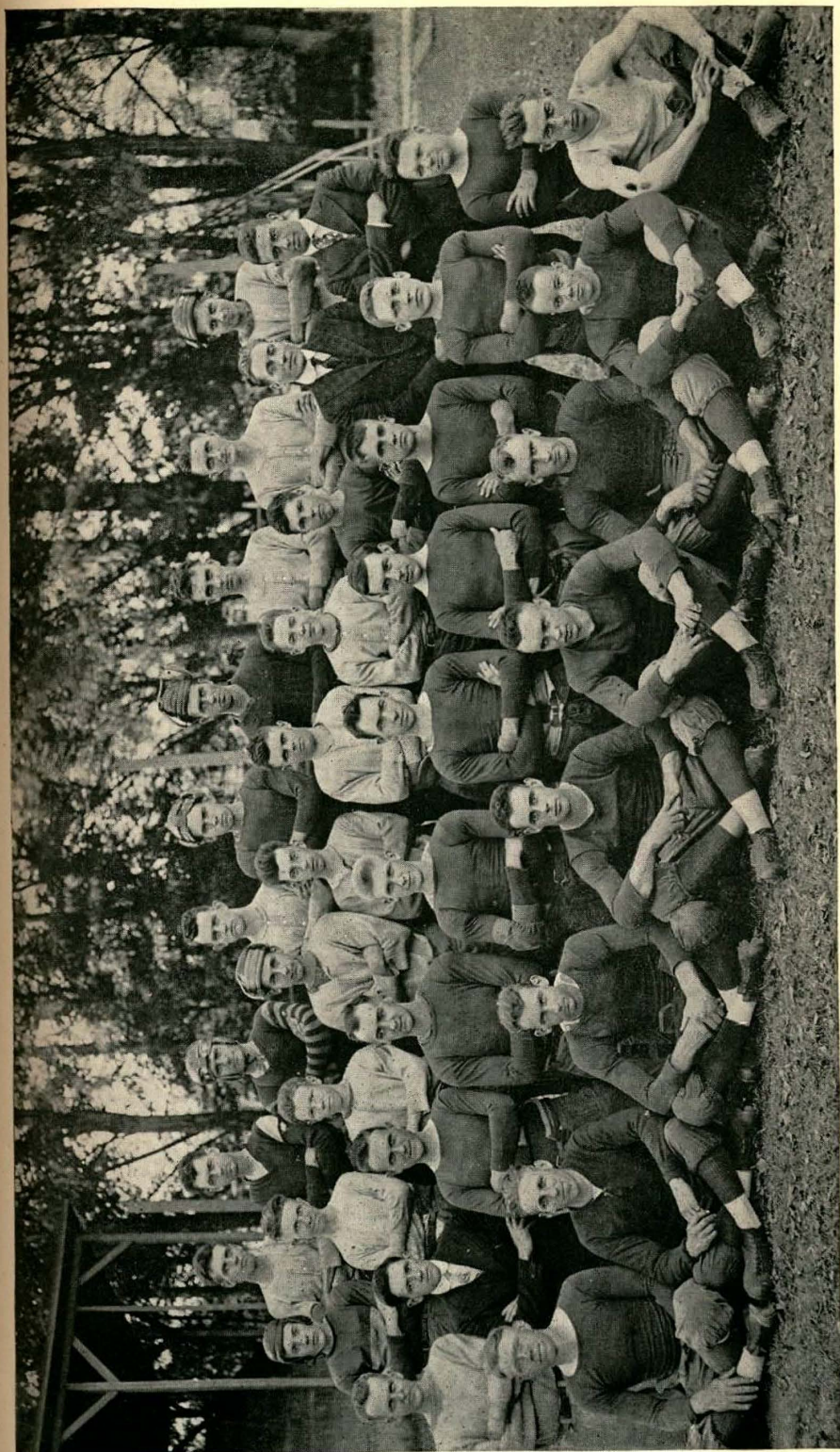
"The remainder of the sixteen units shall be made up of electives from additional work done in subjects mentioned above. The electives in mathematics may be algebra, solid geometry, or trigonometry. One of the two units of science must be in one subject."

REQUIREMENTS AND ELECTIVES IN THE SECONDARY COURSE

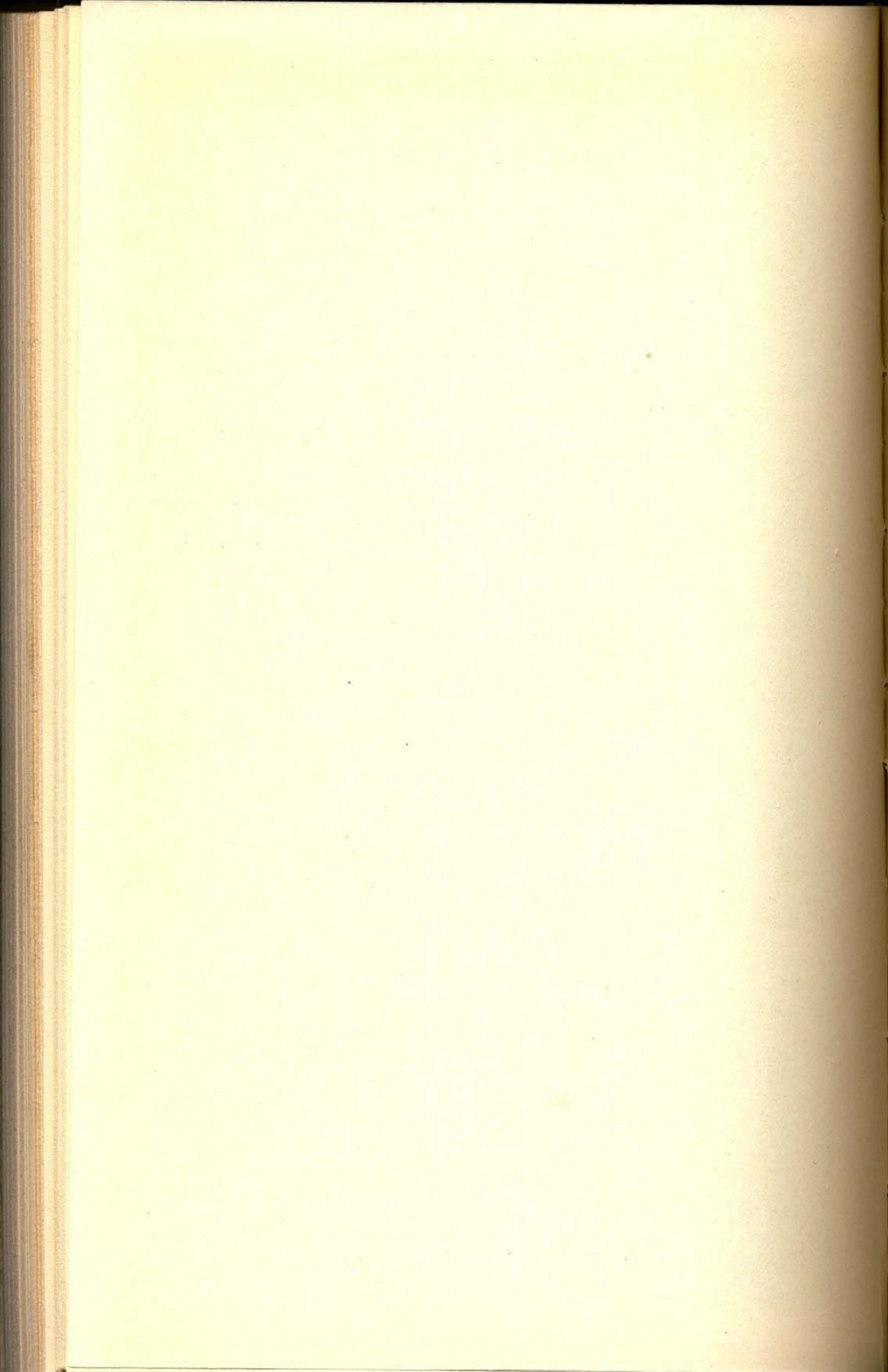
FRESHMAN

First Semester
Literature I (2)
English I (2)
Algebra I (5)
Music I (2)
Biology A or
Physiography (5)
History (4) or
Latin (4) or
German (4) or
French (4)

Second Semester
Literature II (2)
English II (2)
Algebra II (5)
Music II (2)
Biology A or
Physiography (5)
History (4) or
Latin (4) or
German (4) or
French (4)



FOOTBALL SQUAD



SOPHOMORE

First Semester

Literature III (2)
English III (2)
Geometry I (5)
Latin (4) or
German (4) or
French (4)
History (4)
Drawing I (2)

Second Semester

Literature IV (2)
English IV (2)
Geometry II (5)
Latin (4) or
German (4) or
French (4)
History (4)
Drawing II (2)

JUNIOR

First Semester

Literature V (2)
English V (2)
Chemistry I or
Physics I or
Biology I (5)
Domestic Art (girls) (2)
Manual Training (boys) (2)
Any two of the following:
History (4)
Latin (4)
German (4)
French (4)

Second Semester

Literature VI (2)
English VI (2)
Chemistry II or
Physics II or
Biology II (5)
Domestic Art (girls) (2)
Manual Training (boys) (2)
Any two of the following:
History (4)
Latin (4)
German (4)
French (4)

SENIOR

First Semester

Literature VII (2)
English VII (2)
Manual Training (boys) (2)
Domestic Science (girls) (2)
Any three of the following:
Chemistry I or
Physics I or
Biology I (5)
Latin (4)
German (4)
French (4)
Physiology (4)
Sociology (4)

Second Semester

Literature VIII (2)
English VIII (2)
Manual Training (boys) (2)
Domestic Science (girls) (2)
Any three of the following:
Chemistry II or
Physics II or
Biology II (5)
Latin (4)
German (4)
French (4)
Algebra III (4)
U. S. History (4)

To complete the secondary course 16 units, with a minimum of 140 semester hours, are required.

Graduates of the secondary course must have at least two years of one foreign language. Students in the Freshman or Sophomore year cannot take more than one foreign language. In other years they may elect two. If only one foreign language is to be studied, two years of Latin are recommended.

It is expected that all students will have completed two years of foreign Language, two years of Science, and two of History by the end of the Senior year.

The figures in parentheses indicate the number of recitations per week. Pupils must take subjects in the order in which they are given in the course.

TENTATIVE SCHEDULE OF CLASSES IN SECONDARY WORK
FOR FIRST SEMESTER, 1917-18

8:00	9:00	10:00	11:00	12:00
Music 1 MW	Music 1 MW			Music 1a MW Music 1b TuF
Lit. 1a TuF	Lit. 3a TuF		Lit. 4 TuF	Lit. 1 TuF
Book Reports W	Book Reports W	Book Reports W	Book Reports W	
Lit. 1b MTh	Lit. 6 MTh	Lit. 3bMTh		Lit. 2 MTh
	Lit. 5 TuF	Lit. 7a TuF		
	Lit. 8 MTh	Lit. 7bMTh		Lit. 5 MTh
Eng. 1a MTh*	Eng. 3a MTh*	Eng. Lab. MTh	Eng. Lab. Th	Eng. Lab. MW
Eng. 1b TuF*	Eng. Lab. TuW	Eng. 3b TuF*	Eng. Lab. WF	Eng. 5 TuF*
Eng. Lab. M	Eng. 5 MTh*		Eng. 4 MTh*	Eng. 1 MTh*
Eng. Lab. WF	Eng. 6 TuF*	Eng. Lab. TuTh	Eng. Lab. TuWF	Eng. 2 TuF*
		Eng. 7a MTh*		Eng. Lab. WTh
	Eng. 8 TuF*	Eng. 7b TuF*		Eng. Lab. Tu
French 3 (m)			French 1 (th)	
German 1 (m)			German 3 (th)	
	Latin 1 (w)	Latin 4 (w)	Latin 2 (th)	Latin 3 (f)
History 5 (m)		History 2 (w)	History 1 (th)	
	History 3 (w)	History 1 (w)		
Algebra 1		Geometry 1	Algebra 1	
Geometry 1	Algebra 1	Algebra 3		
Algebra 2	Geometry 2			
	Physiography 1	Physiography 1		
		P. 1 Lab. TuTh	Physics 1 MFW	Physics 1 MWF
	Chem. 1 MWF		P. 1 Lab. TuTh	P. 1 Lab. TuTh
C. 1 Lab. TuTh	O. 1 Lab. TuTh		Chem. 1 MFW	
Biology 1 MWF	Biology A MWF	Biology A MWF	C. 1 Lab. TuTh	O. 1 Lab. TuTh
B. 1 Lab. TuTh	B. A Lab. TuTh	B. A Lab. TuTh		
			Drawing 1 MW	Drawing 1 MW
Dom. Sci. 1 TuTh		Dom. Art 1 TuTh	Dom. Art 1 TuTh	
Man. Trn. 1 (2)		Man. Trn. 1 (2)	Man. Trn. 1 (2)	Man. Trn. 1 (2)

*Two hours a week laboratory work to be done at other periods.

(m) no recitations on Monday; (tu) none on Tuesday; (w) none on Wednesday; (th) none on Thursday; (f) none on Friday.

2:00 to 4:00, Laboratory:

Biology A TuTh
English MTuW
Biology 1 MW

Physiography 1 TuTh
Chemistry 1 MW

Physics 1 MW or TuTh
Domestic Science 1 W

TENTATIVE SCHEDULE OF CLASSES IN SECONDARY WORK
FOR SECOND SEMESTER, 1917-18

8:00	9:00	10:00	11:00	12:00
Music 2 MW	Music 2 MW			Music 2a MW Music 2b TuF
Lit. 2a TuF	Lit. 4a TuF		Lit. 5 TuF	Lit. 1 TuF
Book Reports	Book Reports	Book Reports	Book Reports	
Lit. 2b MTh	Lit. 6 MTh	Lit. 4b MTh		Lit. 3 MTh
	Lit. 7 MTh	Lit. 8a TuF		Lit. 6 MTh
Eng. 2a MTh*	Eng. 4a MTh*	Eng. Lab. MTh	Eng. Lab. Th	Eng. Lab. MWTh
Eng. 2b TuF*	Eng. Lab. TuW	Eng. 4b TuF*	Eng. Lab. WF	Eng. 6 TuF*
Eng. Lab. M			Eng. 5 MTh*	Eng. 1 MTh*
	Eng. 6 TuF*	Eng. Lab. MTuTh	Eng. Lab. TuWF	Eng. 3 TuF*
		Eng. 8a MTh*		Eng. Lab. WTh
	Eng. 7 TuF*	Eng. 8b TuF*		Eng. Lab. TuF
French 4 (m)			French 2 (th)	
German 2 (m)			German 4 (th)	
	Latin 2 (w)	Latin 1 (w)	Latin 3 (th)	Latin 4 (f)
History 6 (m)	History 1 (tu)	History 3 (w)	History 2 (th)	
	History 4 (w)	History 2 (w)		
		Geometry 2	Algebra 2	
Geometry 2	Algebra 2		Algebra 1	
Geometry 1	Algebra 3			
	Physiography 1	Physiography 1		
		P. 2 Lab. TuTh	Physics 2 MWF	Physics 2 MWF
	Chem. 2 MWF		P. 2 Lab. TuTh	P. 2 Lab. TuTh
C. 2 Lab. TuTh	C. 2 Lab. TuTh		Chem. 2 MWF	
Biology 2 MFW	Biology A MWF	Biology A MWF	C. 2 Lab. TuTh	C. 2 Lab. TuTh
B. 2 Lab. TuTh	B. A Lab. TuTh	B. A Lab. TuTh		
			Drawing 2 MW	Drawing 2 MW
Dom. Sci. 2 TuTh		Dom. Art 2 TuTh	Dom. Art 2 TuTh	
			Dom. Art 1 MW	
Man. Trn. 2 (2)		Man. Trn. 2 (2)	Man. Trn. 2 (2)	Man. Trn. 2 (2)

*Two hours a week laboratory work to be done at other periods.

(m) no recitations on Monday; (tu) none on Tuesday; (w) none on Wednesday; (th) none on Thursday; (f) none on Friday.

2:00 to 4:00, Laboratory:

Biology A TuTh	Physiography 1 TuTh	Physics 2 MW or TuTh
English MTuW	Chemistry 2 MW	Dom. Science 2 W
Biology 2 MW		

OUTLINES OF SECONDARY COURSES

ENGLISH

ENGLISH I: *Composition and Rhetoric*. English I and English II deal with the principles of elementary correctness in sentence structure, involving careful practice in the oral and written expression of simple related thoughts concerning matters of common interest in the experience, reading, and study of first year high school students. Text-book: Woolley's *Written English*. Four hours a week in laboratory, giving a credit of two semester hours.

ENGLISH II: *Composition and Rhetoric*. See English I. Text-books: Woolley's *Written English*, and Woolley's *Handbook of Composition*. Four hours a week in laboratory, giving a credit of two semester hours.

ENGLISH III: *Composition and Rhetoric*. In English III and English IV selections of good English are studied as models, and attention is given to paragraph structure, sentence structure, and to the application of the principles and usages of expression as discovered in correct and effective oral speech and writing. Theme topics for both oral and written work are taken largely from the science, history, mathematics, language, and literature studies of the students. Text-books: Lewis and Hosié's *Practical English for High Schools*, and Woolley's *Handbook of Composition*. Four hours a week in laboratory, giving a credit of two semester hours.

ENGLISH IV: *Composition and Rhetoric*. See English III. Text-books: The same as in English III. Four hours a week in laboratory, giving a credit of two semester hours.

ENGLISH V: *Composition and Rhetoric*. Oral and written stories, social and business letters, and expositions on topics taken from the students' work in the different departments of the school. Particular attention is given to the practice of the means of effective oral expression. Text-books: Lewis and Hosié's *Practical English for High Schools*, Woolley's *The Mechanics of Writing*, and Lewis's *American Speech*, with Woolley's *Handbook of Composition* available for reference. Four hours a week in laboratory, giving a credit of two semester hours.

ENGLISH VI: *Composition and Rhetoric*. See English V. Text-books: The same as in English V. Four hours a week in laboratory, giving a credit of two semester hours.

ENGLISH VII: *Composition and Rhetoric*. A study of the making of arguments, covering the planning of the argument, the consideration of the

grounds that give validity to evidence and reasoning, and the development of the argument. Text-books: Foster's *Essentials of Exposition and Argument*, Woolley's *The Mechanics of Writing*, Burke's *Speech on Conciliation with America*, and *The Literary Digest*. Four hours a week in laboratory, giving a credit of two semester hours.

ENGLISH VIII: *Composition and Rhetoric*. See English VII. Text-books: The same as in English VII. Four hours a week in laboratory, giving a credit of two semester hours.

LITERATURE

LITERATURE I: The class study consists of stories from the Old Testament, Longfellow's *Tales of a Wayside Inn*, and stories from the *Arabian Nights*. The student is acquainted with some familiar stories which have a distinct literary value while at the same time they serve in the interpretation of customs and civilizations of long ago. Bits of valuable prose and poetry are frequently read to the class. The reading outside of class of one book a month on which each student makes a report, is required.

LITERATURE II: The class study consists principally of Kingsley's *Greek Heroes*, Macaulay's *Lays of Ancient Rome*, and stories of King Arthur, Robin Hood, Beowulf, and Siegfried. This is supplemented by legends of many National heroes, such as William Tell, Robert Bruce, Roland, Sohrab and Rustum, and Charlemagne. The aim here, as in Literature I, is the acquisition of a knowledge of this great treasure-house of stories, with their representations of the life of the Greeks, Romans, and medieval knights. Outside reading as in Literature I. A partial reading list required is DeFoe's *Robinson Crusoe*, Cooper's *The Deer Slayer* or *The Last of the Mohicans*, Scott's *Quentin Durward* or *Ivanhoe*, Stevenson's *Treasure Island*, Irving's *Sketch Book*.

LITERATURE III: The Short Story is studied in class. By means of the better known short stories, the student comes into intimate contact with a large number of masterpieces. A critical investigation and analysis is made of the various types of stories, discussions of which are based on the introduction, the plot, the purpose, climax, and style. Emphasis is laid on the fact that the modern short story, as defined by Brander Matthews, is peculiarly a modern product differing widely from the tale. Outside reading as in Literature I.

LITERATURE IV: *David Copperfield* and *The Rise of Silas Lapham* are read in class as examples of the romance and novel. Class discussions are based chiefly on the development of character, advancement of plot, and the elements of and methods used in each type. The latter part of the semester's work is the essay, of which only a few of those most valuable to the student's needs are studied. Frequent assignments in significant

current essays found in magazines are made. Outside reading as in Literature I. Partial reading list for Literature III and IV is as follows: Blackmore's *Lorna Doone*, Eliot's *Silas Marner*, Hawthorne's *Mosses from an Old Manse*, Tennyson's *Idylls of the King*, Clemens's *Huckleberry Finn*, Reade's *The Cloister and the Hearth*, Shakespeare's *Merchant of Venice*.

LITERATURE V: *American Literature*. The course opens with a consideration of Freneau as a poet and satirist, and continues down through our literary history to contemporary writers. Historical detail is insisted upon in class when this seems particularly to have influenced style or thought or both. The following plan for general reading is found helpful and practical: The class is divided into sections of five, over which a chairman is appointed. It is the duty of the chairman to look after the prompt distribution and exchange of all books under his charge, and to report or correct any irregularities. Books are exchanged every Thursday. At the end of five weeks, the various chairmen exchange books, and distribution and exchange continues as before. In the course of the semester each member of the class should read about fifteen volumes. Books are in this manner placed in the hands of the student and are kept in circulation throughout the year. A sufficiently satisfactory method of appraisal of work done on each volume has been in force here for several years. For this class, biography has been used in the past year. The *American Men of Letters* series chiefly furnished the books. Aside from the foregoing, a good work in the possession of all students, containing numerous quotations from American writers, furnishes matter both for particular study and for more intimate reading, under the immediate supervision of the teacher.

As a further aid in the general understanding of the subject under discussion, a complete bibliography of author, as far as the College and City Libraries afford, both in books and magazines, is given to every pupil. These lists are secured by student committees. As an effort is made to stimulate library research by special and frequent appointment, the student is called upon to discuss for ten minutes some feature of his reading, the class taking notes. When the study of an author is concluded all students make specific reports on this phase of their work.

LITERATURE VI: The student is engaged in the study of living American writers. The literary tendency, both in subject-matter and in form, is discussed, and an endeavor is made to ascertain and evaluate the dominant note in our current drama, poetry, and novels. To this end such magazines as *Current Opinion*, *Literary Digest* and *Bookland* serve as important aids. An effort is made to cultivate a basis of judgment which will enable the student to distinguish the better grades of our current literature. Each student reports for the class on several books each semester, while the others read critical comments in class, found in magazines or in Cooper's *American Story-Teller*. Vedder's *American Writers of Today* serves as a text. Outside reading as in Literature I. A partial

required reading list is as follows: VanDyke's *Spirit of America*, Frost's *North of Boston*, Widdemer's *The Factories*, Churchill's *Far Country*, Kennedy's *The Terrible Meek*.

LITERATURE VII: *English Literature*. From Chaucer to Pope. The historical and literary elements are considered in such proportion as is, in the judgment of the teacher, best adapted to the needs of the class. Special attention is given to selections from Spenser's *Faerie Queene*, Dryden's *Palamon and Arcite*, and Pope's *Essay on Man*. Reading as in Literature V. The student is also expected to read Marlowe's *Tambourlane* and Dr. Faustus, Shakespeare's *As You Like It*, *Julius Caesar*, *Hamlet*, *Henry V*, Lyly's *Euphues*, Whipple's *Literature of the Age of Elizabeth*, Hazlitt's *Walton's Compleat Angler*, and Masterman's *Age of Milton*.

LITERATURE VIII: *English Literature*. From Pope to Browning. The student's attention is particularly directed to the development of the Essay, the Novel, and the Drama. He should complete the course with at least a fair understanding of those eighteenth century tendencies that resulted in the "Romantic" literary freedom of the nineteenth. General and specific reading as in Literature V. Goldsmith's *Deserted Village*, Gray's *Elegy*, Carlyle's *Essay on Burns*, and a number of nineteenth century poems of a lighter grade receive special attention. Reading of the following is expected: Bronte's *Wuthering Heights*, Dickens's *Martin Chuzzlewit*, Scott's *Woodstock*, Dobson's *Eighteenth Century Vignettes*, Dowden's *French Revolution and English Literature*, Melville's *Victorian Novelists*.

LATIN

FIRST YEAR: LATIN I AND II: Pearson's *Essentials of Latin* completed. Supplementary matter giving additional insight into Roman life, customs, etc., sight reading.

SECOND YEAR: LATIN III AND IV: Cæsar's Gallic War, to the extent of four books. Text-books: Harkness and Forbes *Prose Composition*, Bennett's *New Latin Composition*, Part I. Bennett's *Latin Grammar*. Sight Reading.

Cicero and Vergil will be given to secondary students for college entrance, when desired.

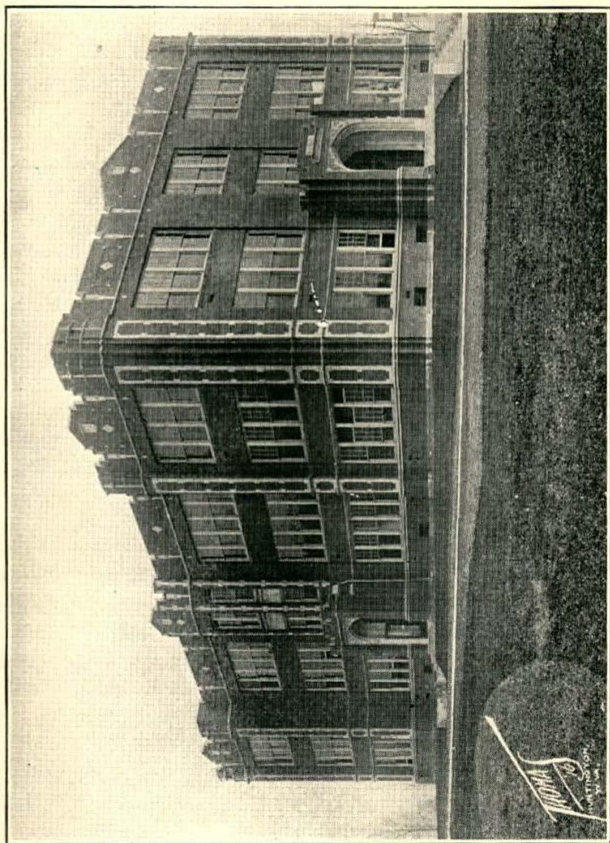
GERMAN

FIRST YEAR: GERMAN I AND II: *Elementary*.

Grammar—Roehm's *Beginning Practical German*, Bacon's *Voerwaerts* or short stories (75 to 100 pp.), Phonetics—Poems memorized—German spoken in class room.

SECOND YEAR: GERMAN III AND IV: *Elementary*.

Reading—Von Groszen Koenig, Das Peterle von Nuernberg, Das Besuch in Karzer, Imensee (200 pp. at least), Grammar exercises in Readers.



SCIENCE HALL

FRENCH

FRENCH I: Fraser and Squair's French Grammar—Part I. Reading of Bruno's "Le Tour de la France." Daily question and answer work is based on the above texts, phonetic exercises being introduced when needed.

FRENCH II: Fraser and Squair's French Grammar—Part I. Completed. Special drill on irregular verbs. Bruno's "Le Tour de la France" completed. The daily reading is used as a basis for work in conversation and short themes. The analysis and memorizing of J. J. Rousseau's "Le Lever du Soleil" and La Fontaine's "Le Corbeau et le Reward," with special attention given to the French diction.

FRENCH III: The course begins with a reading of prose typical of different phases of French life, to enlarge the vocabulary of the student and to familiarize him with the most common idioms.

George Sand's "La Mare au Diable."

La Brite's "Mon Oncle et Mon Cure."

About's "La Mere de la Marquise."

Composition and conversation are based on the above texts.

Supplementary reading from "Choses et Autres," a French magazine.

FRENCH IV: Moliere's "Le Bourgeois Gentilhomme" and selections from Victor Hugo. A study of the life of the authors and their place in literature.

Composition: Chardenal's Advanced French Course—Part I.

Supplementary reading—"Choses et Autres."

BIOLOGY

The work is arranged to meet the needs of the following groups of students:

(a) For students and teachers specializing in Domestic Science and Agriculture.

(b) For students and teachers who desire work to prepare themselves for future work in Agriculture.

(c) For future teachers of Biology; for students who expect to go to a college; and for any who may want Biology as a cultural subject.

BIOLOGY A: Animal and Human Biology.

The aim of this course is to make the student acquainted with his environment by awakening an intelligent interest in animals and by showing how the important problems of personal and public hygiene may be solved. Required of all students. Open to Sophomores and Freshmen.

Text-book: "Civic Biology," Hunter.

MISS DONALDSON.

BIOLOGY I: *Elementary Botany*. This work is intended to present the large essentials of plant life, rather than any special phase of Botany. The work is both Morphological and Physiological, and stress is placed upon the economic plants, Bacteria and Fungi, in so far as they bear upon Agri-

culture and Domestic Science. The student learns to identify trees, shrubs and other plants which are common in the state.

Text-book: "Practical Botany," Bergen and Caldwell.

BIOLOGY II: *Elementary Zoology*. The work in this course will present the habits, structural characteristics and economic importance of representative forms from the most important groups of animals. Special emphasis will be given to methods of protection or control of the most important birds and insects of the state as well as the recognition of these forms.

Text-book: "Introduction to Zoology," Hegner.

BIOLOGY III: *General Agriculture*. The work in this course covers the whole field of Agriculture in a general way. It is not intended for students wishing college credit, but is compulsory for students graduating in the Normal Department of the College. The teaching of Agriculture in the rural school is emphasized. The work consists of laboratory, field work, and recitations on Forestry, Agronomy, Horticulture and Animal Husbandry.

Text-book: Watters' "Essentials of Agriculture."

Prerequisite: Biology A.

MR. LECATO.

SPECIAL COURSES

SPECIAL COURSE I: *Review Nature Study*. The aim of this course is to arouse in the normal student an intelligent interest in the outdoor world that will make nature study an irresistible habit. By means of observation in the field and acquaintance with the best books and magazines on the subject, the young teacher will acquire the power to develop a similar love of nature in the school children. MISS DONALDSON.

SPECIAL COURSE 2: *Review Physiology and Hygiene*. This course is offered especially for teachers who wish either to review their common school Physiology or to improve their teaching of this subject. This course touches upon all phases of the subject and is made as practical as possible.

Text-book: To be selected. Spring term.

SPECIAL COURSE 3: *Agriculture for Teachers in the Rural Schools*. This course is offered especially for those rural teachers who wish to renew their No. 1 certificates, and others who wish to teach agriculture in the rural schools. The course is complete in itself and covers the following topics: (1) The Soil; (2) The Plant and Its Relation to Its Environment; (3) Horticulture; (4) Planning of Home and School Gardens; (5) Diseases of Plants; (6) Insect Pests and How to Combat Them; (7) Farm Crops and How to Grow Them; (8) Domestic Animals and How to Care for Them; (9) Farm Sanitation. The above work will consist of lectures, laboratory, and discussions. In addition to the above, each student must submit a syllabus of a year's course to the head of the department one

week before the term closes. These will be carefully gone over and discussed at round table.

Text-book: "Agriculture for Beginners," by Burkett, Stevens and Hill.
The work is given according to the following scheme:

FRESHMAN SECONDARY

First Semester

Biology A, General Biology.

Second Semester

Biology A, General Biology.

SOPHOMORE SECONDARY

*First Semester**Second Semester*

.....

JUNIOR OR SENIOR SECONDARY

First Semester

Biology I, Botany.

Second Semester

Biology II, Zoology.

SENIOR SECONDARY

First Semester

Biology III, Agriculture.

Second Semester

Agriculture (repeated).

SPECIAL COURSES

First Semester

Course 1. Review Nature Study.

Second Semester

Course 2. Elementary Physiology.

Course 3. Agriculture.

JUNIOR OR SENIOR NORMAL

First Semester

Course A. College Botany.

Course C. Bacteriology.

Second Semester

Course B. College Botany.

Course D. Entomology.

For college courses, see page 69.

GEOGRAPHY

1. **PHYSIOGRAPHY I:** For first year students. Five periods per week for eighteen weeks.

Physiographic processes and features are treated, and their relations to life, and especially to human affairs, are developed at length. Emphasis is placed on life responses to physical environment, thus bringing geography into the realm of the personal experiences of the students.

Some aspects of economic and commercial geography are treated in the study of soils, minerals, waterways, water power, harbors, distribution and development of industries. The principles developed are applied to the United States.

Field work in the vicinity of the school to study alluvial traces of the Ohio, ancient Kanawha River deposits, weathering, granite, pottery, glass, brick and tiling plants.

Laboratory work four hours per week, mainly on topographic maps and mineral specimens. Laboratory Fee, \$1.00.

Text: Salisbury—Barrow—Tower: Modern Geography.

2. INDUSTRIAL AND COMMERCIAL GEOGRAPHY: Elective for juniors and seniors. Five hours per week for eighteen weeks.

While this is an advanced course it will be open to juniors or seniors who have had Physical Geography.

For description of the course, see advanced courses in Geography.

PHYSICS

The course in Physics I and II consists of recitations accompanied by laboratory work through the year. The recitations are supplemented by lectures, exercises based on the class work, and lantern slides. The department is equipped with a combination projection lantern and reflectoscope which may be used either for lantern slides or for the projection of opaque material, such as diagrams and illustrations from books and magazines. There is also a smaller optical bench lantern which is useful in projecting the spectra of various elements, in illustrating various light phenomena, and furnishing a light ray for use with the Hartl Optical Disk, showing effect of prisms, lenses and mirrors, refraction of light in glass and water, etc. There is also a good equipment of other apparatus, which is being increased each year.

Each student is required to complete from 35 to 40 experiments of a quantitative nature, and to keep a neat record of the same. In addition to giving the student some knowledge of the laws of nature, this course is designed to teach the student to observe accurately, record observations neatly, and to draw conclusions from the data obtained.

PHYSICS I: First Semester.

(a) Recitation course, three hours a week. Open to all students who have had Geometry 2. This course takes up the study of the metric system, measurements, laws of motion, velocity and acceleration, the composition and resolution of forces, work and energy, the laws of gravitation, the simple machines, the mechanics of liquids and of gases, and the nature and propagation of sound.

Text in use during the past year: Hoadley's "Essentials of Physics."

(b) A laboratory course of two two-hour periods a week to accompany course (a). Selected experiments from Gorton, Millikan and Gale, Fuller and Brownlee, Smith, Tower and Turton, and other manuals.

Laboratory fee, \$1.50.

PHYSICS II: Second semester.

(a) A continuation of Course I (a). Same number of hours a week.

Open only to students who have had the preceding course. Includes the study of heat, light, electrostatics, magnetism and electricity. Some time is devoted to the subject of radiations, including the X-ray, wireless waves, and radio-activity.

(b) A laboratory course, continuing Course I (b).

Fee, \$1.50.

HOUSEHOLD PHYSICS: This course is offered to students of domestic science who have had no physics, and will supplement a similar course in Household Chemistry, the two making a full year's work in Household Science. It is designed to make the student familiar with the applications of mechanics, heat, electricity and light to common household appliances. One year of Algebra is a prerequisite. Will be given only if a sufficiently large number of students register for it.

CHEMISTRY

CHEMISTRY I: First semester. Five credit hours per week. Prerequisite, Algebra II.

(a) Lecture and recitation three hours per week.

(b) Laboratory two periods of two hours each.

Fee, \$3.00.

CHEMISTRY II: Second semester. Five credit hours per week. Prerequisite, Chemistry I.

(a) Lecture and recitation three hours per week.

(b) Laboratory two periods of two hours each per week.

Fee, \$3.00.

These two courses are designed to do two things, viz., to meet the requirements of the universities for entrance credit and to give the student a working basis for his advanced Chemistry in case he goes on with it.

Chemical Laws and Theories and their application to Industrial and Home problems are taken up, the student familiarized with them and required to work out the most important ones in the laboratory.

Analyses of some of the common metals and acids and of the most important minerals are required of the student. The latter part of the Spring Semester is devoted to quantitative experiments and to visiting the industries of the city. This latter gives the student an opportunity to see the industrial processes in operation. Huntington offers excellent opportunities for this kind of work and the companies always permit the students to go through the plants.

HOUSEHOLD SCIENCE, CHEMISTRY. Second Semester. Four credit hours per week.

(a) Lecture and recitation two hours per week.

(b) Laboratory two periods two hours each, per week.

Fee, \$3.00.

This course is designed for and is required of all Junior Normal students specializing in Domestic Science.

The chemistry of things pertaining especially to home life and work will be taken up in both lecture and laboratory and the student taught to distinguish between good and bad foods of all kinds by simple home tests. Dyeing, removal of stains; tests to distinguish between wool, cotton, linen and silks; tests to determine the purity of flavoring extracts, condiments, baking powders and other articles of food.

MATHEMATICS

MATHEMATICS I. ALGEBRA I: Addition, subtraction, multiplication, division, special cases of multiplication, factoring, fractions, simple equations.

MATHEMATICS II. ALGEBRA II: Equations of the first degree containing two and three unknown quantities, graphic solutions, involution, evolution, fractional and negative exponents, radicals, quadratic equations, graphic solutions.

MATHEMATICS III. GEOMETRY I: (Plane Geometry.) Demonstration of theorems, construction and demonstration of problems (lines, triangles, quadrilaterals, polygons, circles).

MATHEMATICS IV. GEOMETRY II: (Plane Geometry.) Demonstration of theorems, construction and demonstration of problems including length of lines and areas of triangles, parallelograms, trapezoids, regular polygons and circles.

MATHEMATICS V. ALGEBRA III: (An elective course.) General review, properties of quadratic equations, ratio and proportion, inequalities, variables, binomial theorem, logarithms, permutations and combinations.

HISTORY

In the work in this subject a constant effort is made to lead the student to connect the present with the past and to encourage him to apply the lessons learned from the experience of the earlier peoples to the solution of the problems of to-day. The first two years are arranged so that he may get a connected story of man's entire life on the earth and he is urged to take the course in regular order.

The school library is equipped with a large number of carefully selected historical works to which the student is frequently referred for supplementary reading and for the preparation of written reports on assigned topics.

HISTORY I: *Ancient History.* This course begins with a general survey of the civilization of the ancient Egyptians, Assyrians, Chaldeans, Phoenicians, Hebrews, etc., but deals particularly with the Greeks and

Romans. Texts: Ashley's "Early European Civilization," Parts I, II, III, and Maclear's "Old Testament History."

HISTORY II: *Mediæval History*. The principal topics treated in this course are as follows: German Invasions; Christianity and Mohammedanism; Empire of Charlemagne; Feudalism; Mediæval Church; Towns and Trade; Rise of the Nations; Renaissance; Reformation; Religious Wars; Social and Scientific Changes. Text: Ashley's "Early European Civilization," Parts IV, V, VI.

HISTORY III: *Modern History A*. The first part of this course is given up to a discussion of the Old Regime in Europe with special reference to conditions in France in 1789, while the remainder is devoted to a rather complete account of the French Revolution and its influence on the other nations of Europe. Text: Hazen's "Modern European History." (Chapters I-XVI inclusive.)

HISTORY IV: *Modern History B*. A study of the development of Europe since 1850 along social, economic and political lines with special attention to the events leading up to the world war of 1914. Text: Hazen's "Modern European History." (Chapters XXVII-XXXVIII inclusive.)

HISTORY V: *English History*. This is a general course in English history, but special emphasis is placed on those events and institutions that have exerted the greatest influence on our own history. Text: Cheyney's "Short History of England."

HISTORY VI: *American History and Civics*. This course will include a general review of the essentials of American History, chief periods, events, wars, etc.; but the purpose of the course is rather to give the student an intelligent grasp of the political, social and intellectual development of the Americas, especially of our own country. Text: Hart's "Essentials in American History."

HISTORY VII: *French History*. A study of the French nation from its establishment down to the present.

ECONOMICS: This course, in addition to the features usually brought out in class, is made as vital as possible by applying modern theories to every-day practice as it affects the student as a citizen and as an individual. Few subjects have aroused more interest or more research and inquiry than this one, in the courses here.

SOCIOLOGY: Every effort possible will be made to have the student grasp the modern phases of this subject as they apply to the profession which he chooses and the community in which he expects to engage in his life work.

COURSE IN RURAL SOCIOLOGY

Text-book: "Carney's Country Life and the Country School." This is supplemented by numerous references to bulletins issued by the departments of Education and Agriculture of the state and the nation and to the recent contributions of Gillette, Cubberley, Betts and Hall, Foght, Bailey, Kern and Butterfield and other authorities on rural life. Reports from newspapers and magazines on general and special phases of rural life and the rural school are required.

Such topics as the following are emphasized: The Country Life Movement, the Farm Problem and its Solution, Roads, the Country Teacher's Problem and Rural Social Institutions, especially the Rural School.

A special theme on an assigned topic is required.

This course is offered during the spring term for those who expect to teach in rural schools.

DRAWING

DRAWING I: *Free-Hand Drawing.* The primary elements of free-hand drawing as applied to nature, plants, flowers, hemispherical and cylindrical forms singly and in groups, light, shade, and color. Class work two hours a week, laboratory work two hours a week, giving a credit of *two* semester hours.

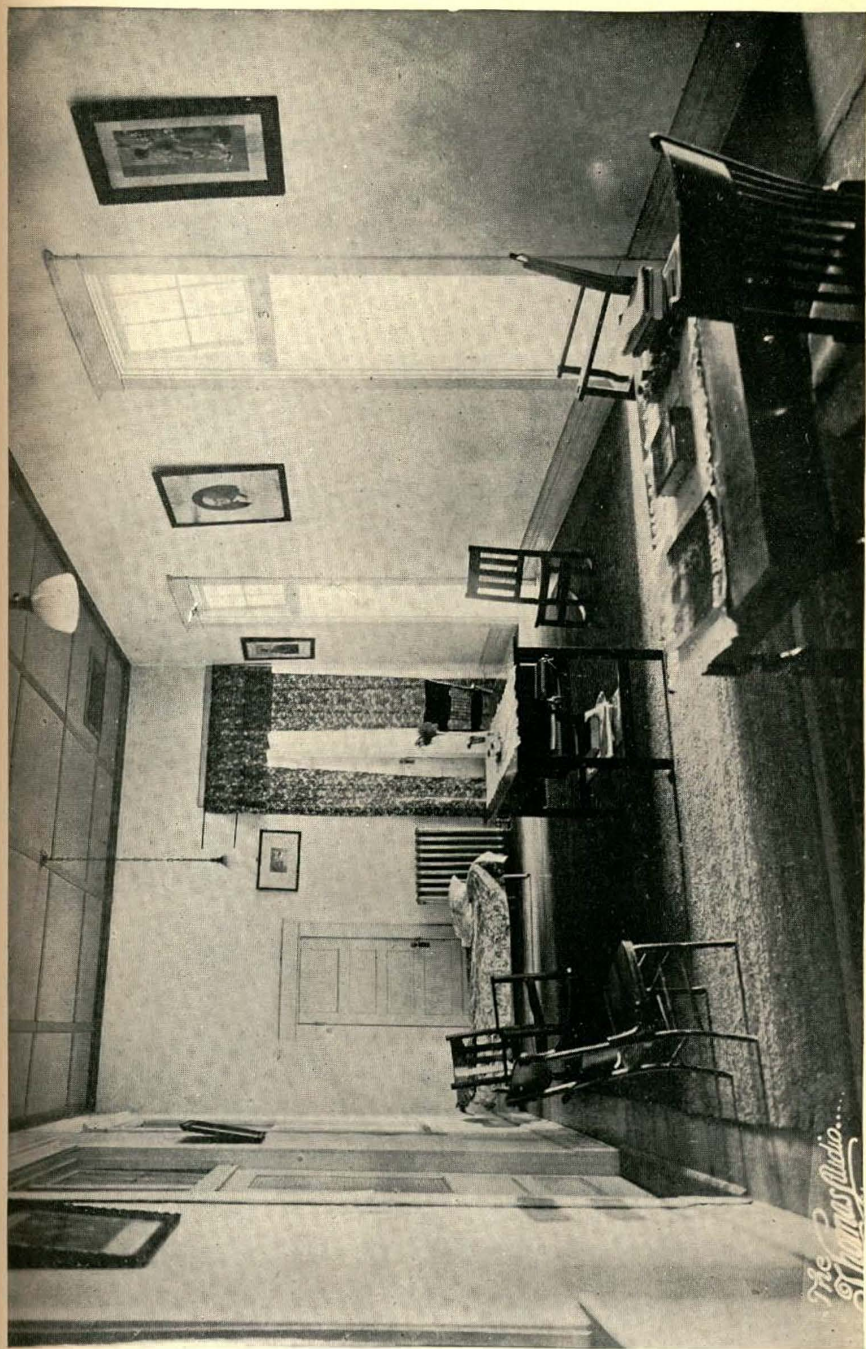
DRAWING II: *Free-Hand Drawing.* Free-hand drawing as applied to square forms involving convergence and linear and areal perspective. Elementary construction and applied design. Color harmony. Class work two hours a week, laboratory work two hours a week, giving a credit of *two* semester hours.

DOMESTIC ART I AND II

This course includes—

1. Fundamental Stitches Applied to Simple Articles.
2. Proper selection of materials for problems, according to suitability, beauty and economy.
3. Elementary Embroidery.
 - a. Marking Linen.
 - b. Decorative Stitches.
4. Care and Use of Sewing Machines.
Making of articles requiring straight machine sewing.
5. Care and Repair of Clothing.
6. Making of Undergarments.
7. Making of Simple Dress.
8. Relation of dress to health and morals.

Required of all Junior Secondary girls and all Normal girls who have not had the work elsewhere. Fee, \$1.00.



SUITE IN COLLEGE HALL.

The Thomas Photo...

DOMESTIC SCIENCE I AND II

This course includes—

I. Study of Foods.

1. Classification of Foods, Sources and Uses.
2. Composition of Foods.
3. Nutritive Value of Foods.
4. Relation of Foods to Body.
5. Digestion of Foods.
6. Effect of Heat upon Foods.
7. Various Cooking Processes.

II. Cookery of Foods.

1. Fuels, Utensils.
2. Cooking of Foods—
Cereals, Potatoes, Eggs, Meats, Vegetables, Soups, Breads, Salads,
Cakes, Desserts.

III. Serving of Meals.

1. Planning Well Balanced Meals.
2. Laying of Table.
3. Table Etiquette.
4. Practice in Serving.

IV. Household Management.

1. Sanitation.
 - a. Disposal of Waste.
 - b. Care of Household Appliances.
 - c. Materials and Methods of Cleaning.
2. System in Management.
 - a. Division of Time and Labor.
 - b. Keeping of Household Accounts.
 - c. Prevention of Waste.

Texts: Library readings, government bulletins.

SCHOOL MUSIC

FRESHMAN MUSIC: This course provides instruction in the elements of music, and aims to develop an appreciation of and love for this art. The following topics are taken up: Ear training, scale drill, notation, sight singing, and rhythm—introducing the various problems of time and melody—correct use of the voice, the learning of songs we all should know, and, with the aid of the victrola, a study of some of the world's greatest music and musicians.

All freshmen are required to take school music two days each week during the year.

GLEE CLUBS: Musical culture and training in chorus work in boys'

glee clubs and girls' glee clubs. This work is for those who are interested in doing outside work in music. Last year the two clubs together presented an operetta.

MANUAL TRAINING

Four courses in Manual Training are offered, the work being required of all boys in the Junior and Senior Secondary classes, also of all the advanced academic boys who have not had courses in Manual Training.

If a sufficient number elect it, a course in the History and Organization of the subject will be given, arranged especially for those who wish to teach the subject in the grades or in the high school.

MANUAL TRAINING I AND II: *Elementary Benchwork in Wood*. The aim of this course is to teach the fundamentals of elementary woodwork, and by the study and making of a series of exercises and models to show the most important tool processes and the most common forms of construction used by the woodworker.

The exercises have been carefully selected. The models were chosen from a long list of useful articles of simple form and construction.

The sharpening of tools and a study of materials are dealt with as the work progresses. Lectures and shop talks form an important part of the course.

Reference reading is required in addition to the regular shop work, and both written and oral quizzes are given from time to time.

Simple working drawings are made by each student for each exercise or model, and sufficient notes and helps are given out in typewritten form to complete the work.

The value and meaning of Manual Training is explained in a series of lectures.

In order to carry on the work in this course to the best advantage, a student should have had at least one semester's work in Elementary Mechanical Drawing.

Two hours for each semester.

OUTLINE

- I. Study of tools in common use.
 - (a) Care and sharpening of those having cutting edges.
 - (b) Uses and effects of abrasives, emery, corundum, carborundum, and whetstones.
 - (c) Cutting, planing, and sawing. Twenty-five exercises.
- II. Study of joints most commonly used; their application.
- III. Working drawings and their uses; blue prints, their preparation and reading.

IV. Woods.

- (a) Strength, texture, specific gravity.
- (b) The common woods, where found and their uses.
- (c) Plain and quarter sawed oak.
- (d) Shrinking, swelling, warping, and twisting; their causes.
- (e) Dry kilns and air dried lumber.

V. Methods of fastening.

1. Gluing.

- (a) Use of glue in wood-working.
- (b) Kinds of glue and methods of using.
- (c) Experiments on strength of glued joints.
- (d) Application of pressure—clamps, hand screws, wedges.

2. Other methods, such as use of splices, keys, dowels, screws, nails, etc.

Manual Training is also offered to boys in the sixth, seventh, and eighth grades in the Training School. This work is done two afternoons of each week, and is regarded as an essential part of the grade work.

MANUAL TRAINING III: *Furniture design and construction and the use of wood working machinery.*

This course consists of a number of projects designed and constructed by each student, in which special attention is given to the principles of design as applied to spaces, pleasing lines, good proportions, etc.

A study of the different kinds of furniture relative to the periods in which they belong is made, and reference reading is required on the subject.

The art of wood finishing is taken up in detail at various stages of the work.

A study of factory methods is taken up to show the relation of hand work to machine operations.

Individual instruction is given in the use of wood working machinery, and its important relation to the wood.

A study of building construction is made and field trips are taken to observe the work in the actual process of construction.

Notes are taken on these trips and written up to form a basis for future reference and study.

Two hours.

FURNITURE DESIGN AND CONSTRUCTION

- I. Preparation of different kinds of work for finish: use of sand-paper, files, and scrapers.
- II. Panels, plain and built up: use of dowels, plugs, and dutchmans.
- III. Nailing.
 - (a) Blind.
 - (b) Staggered.
 - (c) Toe.
 - (d) Hook.

IV. Wood working.

- (a) Finishing; use of stains, paints, oils, etc.
- (b) Repairing.
- (c) Use of mouldings.
- (d) Study of hardware.
- (e) Upholstering and leather work.

MANUAL TRAINING IV: *Wood Turning and Pattern Making*. This course includes a study of the wood turning lathe, and the various tool processes used by the wood turner. A series of exercises and models will be given involving the fundamentals of wood turning. (As in Manual Training I, the exercises have been chosen which give the best methods of doing the work.) This is followed by a number of problems in faceplate and chuck turning.

Some attention is also given to the use of glued up stock to overcome shrinkage and warping.

A few patterns are made involving some of the important features of the pattern making trade, such as draft, cores, fillets, etc. A study of the art of pattern making is taken up relative to its important place in the industrial world.

Reference reading is required on the subject of wood turning and pattern making, and quizzes are given on the same.

Trips are arranged to visit the local wood working plants to observe how the work is carried on commercially on a large scale.

Two hours.

WOOD TURNING AND PATTERN MAKING

I. The Lathe.

- (a) Study of turning lathe, its operation and use.
- (b) Simple spindle work, fifteen exercises.
- (c) Sandpapering of turned work.
- (d) Faceplate and chuck turning.
- (e) Use of back rest.
- (f) Gang cutting—balusters and spindles.

II. Pattern Making.

ADVANCED WOOD TURNING

The advanced work in wood turning includes designs built up by the use of segments to overcome shrinking, warping, and twisting; pattern making is also included in this course.

SHORT COURSE

The short course certificate (a first-grade certificate valid for three years, with renewal privilege of three years) can be secured by persons completing the secondary course in which the professional subjects have

been given as required in the regular short course, and also by those who are graduates of four-year high schools who do the regular work at Marshall College during one year and one summer term.

In Marshall College the regular short course is so arranged that the student is not only completing the short course, but he is also doing work that will give him credit at the university, which is a very important matter.

There is much danger of the short course cheapening a certificate rather than enhancing its value. Marshall College is very anxious that any certificate received because of work done here shall merit the highest quality of preparation.

SPRING TERM

The spring term is organized for the teachers and others who are unable to attend during the regular school year. The courses offered are those that will be of greatest benefit to the teachers. The work is assigned to the strongest members of the faculty, so that the greatest possible good can be realized in a short term of nine or ten weeks.

There are also always offered in this term, review classes for those desiring to take the general examinations.

The work of the spring term is so arranged that those who can continue through the summer term will not have to change classes, and thus be able to secure credit for one-half year's work. This is very desirable, for it represents a great economy of time, and at the same time it gives a maximum of results. Young teachers are urged to attend the spring term, even though it may be short, for they are certain to have their horizon widened and to get many helpful suggestions for their regular work.

SUMMER TERM

The summer term opens the week following Commencement and continues for six weeks. The recitation periods are two hours in length, thus making the summer term equivalent to a term of twelve weeks. In view of the rather small classes and the possibility of more individual work on the part of the teachers, it has been found possible to complete one semester's work in the courses offered during this term. The exceptions to this are those classes which were organized at the opening of the spring term and are carried over to the summer term. These classes have recitations one hour in length, and only one-half credit is given for such subjects.

Classes are not organized for fewer than six students.

No student is given credit for more than two full courses during this term.

The faculty is composed of about twelve members of the regular teaching staff.

Several grades in the Training School are continued during the summer term in order to give Normal students and teachers the advantage of observation work in the grades.

The professional subjects offered are Psychology, Principles of Education, History of Education, Rural Sociology, Primary and Grammar School Methods, and Review. The secondary subjects include Literature, English, Algebra, Geometry, History, Zoology, Agriculture, and Drawing.

MUSIC

This department offers instruction in the following subjects:

1. Piano
2. Harmony.
3. History of Music.

1. PIANO

In piano two courses of study are offered, the one leading to a teacher's certificate at the completion of the work of the Junior year, and the other leading to a diploma at the completion of the Senior year. A post-graduate course is offered for those who wish to become especially proficient. Strict adherence to a fixed list of studies is not required. The needs of the individual student are considered and the studies varied accordingly, but in each class the studies selected must be worked up to the tempo indicated by the metronome mark.

For the sake of convenience the piano course is divided into five years, but it should be understood that it does not necessarily follow that a student will complete the course in this length of time. As a matter of fact, it often takes considerably longer.

PREPARATORY YEAR

Technical Exercises.
Major Scales.
Kuhner's School of Etudes.
Gurlitt's First Lessons.
Selected Compositions.

FRESHMAN YEAR

Technical Exercises.
All Major and Minor Scales.
All Triad Arpeggios at Tempo of M. M. 80, four notes to one beat.
LeCouppé's Studies, Op. 20.
Heller's Studies.
Clementi's Sonatinas.
Haydn Sonatas.
Selected Compositions.

SOPHOMORE YEAR

Technical Exercises.

All scales in similar and contrary motion.

Major and Minor Scales in tenths, sixths and thirds at Tempo of M. M. 112.

Dominant Seventh Arpeggios.

Triad Arpeggios at Tempo of M. M. 112.

Cramer's Studies.

Bach's Little Preludes and Fugues.

Sonatas by Mozart and the easier Beethoven Sonatas.

Selected Compositions.

Chopin's Waltzes and Preludes.

JUNIOR YEAR

Technical Exercises.

Major and Minor Scales, at Tempo of M. M. 128, four notes to one beat.

All Major and Minor Scales in tenths, sixths and thirds, similar and contrary motion.

Diminished seventh and Dominant seventh Arpeggios. Tempo of M. M. 128.

Kullak's Octave Studies.

Cramer's Studies.

Clementi's Gradus ad Parnassum.

Sonatas by Beethoven.

Chopin's Nocturnes and Polonaises.

Selected Compositions.

SENIOR YEAR

Technical Exercises.

Major and Minor Scales with tenths, sixths and thirds at Tempo of M. M. 154, four notes to one beat.

Major and Minor Scales in double thirds, similar and contrary motion.

Octave studies.

All Arpeggios in similar and contrary motion.

Studies by Kessler and Henselt.

Bach's Well Tempered Clavichord.

Sonatas by Beethoven.

Concertos by Mendelssohn, Chopin, Beethoven, Schytte, etc.

Selected Compositions.

GRADUATE YEAR

Advanced Technical Exercises.

Scales in Double Sixths.

The Greater Sonatas of Beethoven.

Bach's Chromatic Fantasia and Fugue.

Studies by Chopin and Liszt.

Chopin's Ballads, Scherzos and Polonaises.

Concertos by Schumann, Liszt, Rubenstein, Brahms, etc.

2. HARMONY

The course in Harmony covers *two years*. It may all be taken in the fourth and fifth classes or it may be divided among the third, fourth and fifth.

The work of the first year covers the first eighty-three pages in Chadwick's Harmony, together with much supplementary work at the piano. Candidates for teachers' certificates must complete this first year of the course in Harmony. The work of the last year completes Chadwick's text. Original work will be required, as also transposition and dictation exercises at the piano. Candidates for diplomas must complete the full course in Harmony. Besides the Theory and Harmony classes, a class in Applied Harmony will be organized. This class will be given mostly work at the piano. All the major and minor triads, their inversions, seventh chords and their inversions, will be studied at the piano so that students may be able to analyze any piece of study. Some of the time will be devoted to ear training.

3. HISTORY OF MUSIC

Work in the History of Music is begun at the opening of the fourth year, and is required throughout the Junior and Senior years as a part of the course.

The class in the History of Music recites once per week throughout the Junior and Senior years.

Text books: Hamilton's "Outlines of History of Music."

In addition to the prescribed texts, reference to the many valuable books on the History of Music found in the College Library is required.

CERTIFICATES AND DIPLOMAS

a. Academic Requirements

Candidates for "Certificates" in Piano are required to complete all work, or its equivalent, below the Freshman Secondary Year, and the following in addition:

1. English III.
2. English IV.
3. German, or French, *one year*.
4. Psychology I.

Candidates for Diplomas in Piano are required to complete the following academic work:

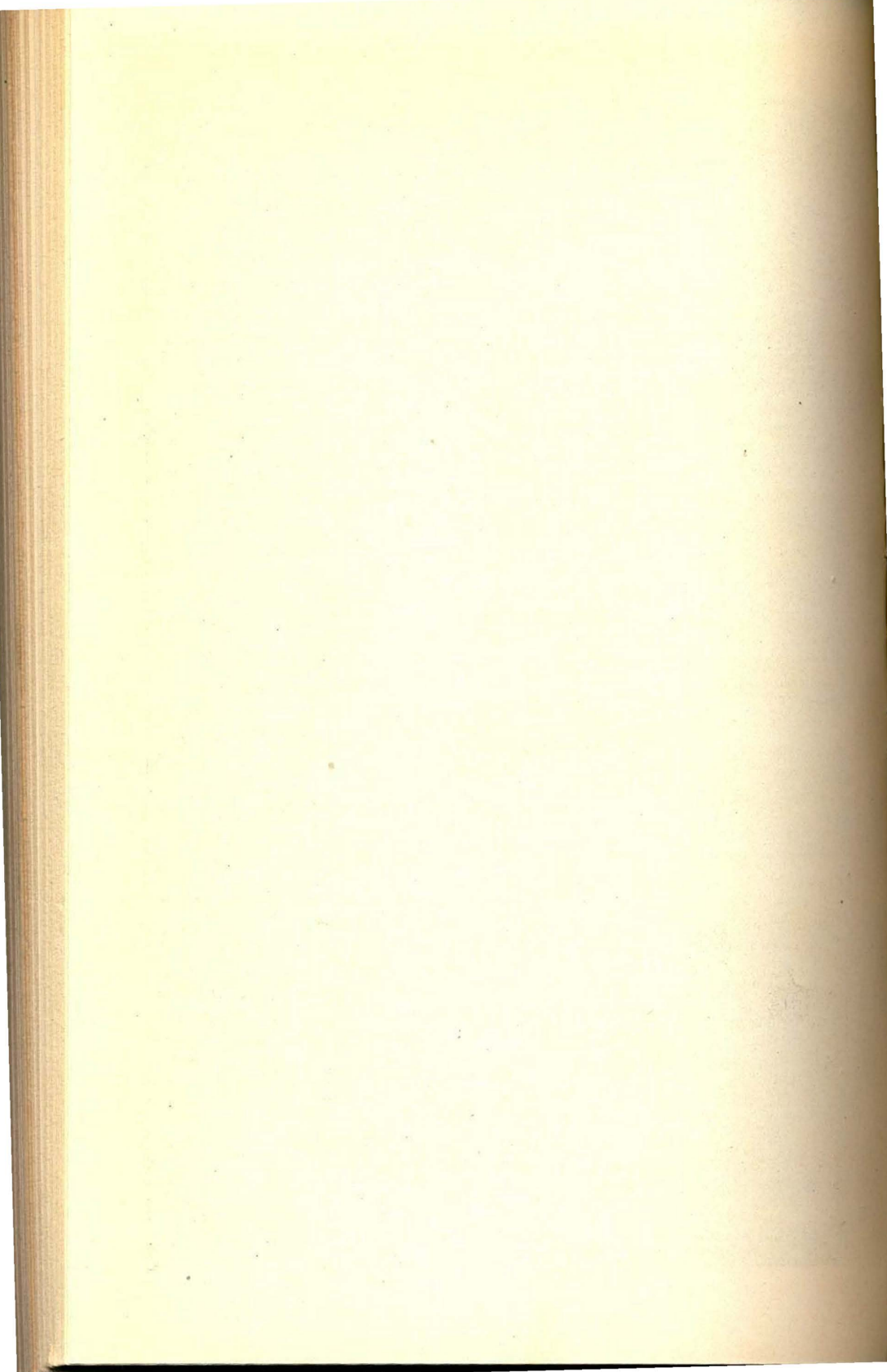
1. English III.
2. English IV.
3. German, or French, *one year*.

b. Music Requirements

All music students except those in the Preparatory Year are required to take one semester in Elementary Theory.



GLEE CLUBS





EROSOPHIAN LITERARY SOCIETY

Elementary work in Harmony and in History of Music is required as a part of the work of the Sophomore Music Year.

Candidates for "Teachers' Certificates" in Piano must complete the work in the first four years, together with one year's work in Harmony and one year's work in History of Music. They must be able to read music accurately at sight in reference to fingering, time, notes, phrasing, and expression. They must attend a Teachers' Training Class under the supervision of the Director of Music. They must also be able to play at least one given piece studied without the aid of the instructor.

They must also give a recital from memory, with the assistance of one other musician.

Candidates for Diplomas must complete the work of the five years, and must take advanced work in Harmony, Theory and History of Music. They are also required to give in public, entirely from memory, a recital consisting of only the best standard piano selections.

Sample programme for a Senior Recital:

1. Sonata, Op. 28	- - - - -	Beethoven
2. Capriccio in B Minor	- - - - -	Brahms
3. Staccato Etude in C	- - - - -	Rubenstein
4. Berceuse	- - - - -	Chopin
5. The March Wind	- - - - -	MacDowell
6. Le Cathedrale Engloutie	- - - - -	Debussy
7. Scherzo in C Sharp Minor	- - - - -	Chopin
8. Dance of the Elves	- - - - -	Sapellnikoff
9. La Campanella	- - - - -	Liszt

NOTES

All fees are payable in advance per semester or term, according to when the student enters.

Students who enter late will be charged for the rest of the semester plus *two weeks* additional.

No deductions are made for lessons missed by students. In cases of prolonged and severe illness the student may have his choice of two alternatives:

1. He may have *three-fourths* of his lost lessons made up afterward, or—
2. He may transfer his *three-fourths* time to some other student and let that student pay him. In case he transfer his *three-fourths* time to another student, that time should be reckoned on the basis of \$1.35 per week. But this is purely a matter between the student and the one to whom he transfers his time.

Each student who takes music pays an enrollment fee of \$3.00 a year in addition to the regular tuition of the music department.

EQUIPMENT: The department occupies the upper floor of the building and consists of four studios and ten practice rooms, besides two rented practice rooms. The department has at its disposal nine upright pianos, one Knabe Grand Piano, and one Clavier. Knabe and Haines Brothers' pianos are used exclusively in this institution.

FACULTY RECITALS: One Faculty Recital is given within the year. All the members of the Music Faculty take part in this recital and music students are required to attend as a part of their instruction.

STUDENT RECITALS: Recitals by students are held one afternoon each week. Several public recitals also are given during the year. These recitals have been established as a means of developing confidence in the student and every one is required to attend.

Students may enter the Department of Music at any time, but it is greatly to their interest to enter at the beginning of the semester.

ADVANCED COURSES

NORMAL

The following normal course represents the quantity of work of the standard courses in the best normal schools in the country. It requires two years to complete it for students who have completed sixteen units of secondary work, which includes the following subjects:

English, 4 units; Algebra, 1 unit; Geometry, 1 unit; History, 2 units; Science, 2 units, one of which must represent a full year's work in one subject; Language, 2 units; Manual Training, Sewing, or Cooking, $\frac{1}{2}$ unit; Vocal Music, $\frac{1}{2}$ unit.

Students who cannot present credits in all the above subjects will be required to make up the deficiencies.

Full credit cannot be given for work done in Education in high schools or during the secondary course in other schools. No credit for such courses is given if such subjects have been used as part of a regular high school course.

THE NORMAL TRAINING WORK AND PROFESSIONAL SUBJECTS

The professional work of this department includes—

- | | |
|--|-------------------------------|
| 1. Psychology. | 6. Principles of Education. |
| 2. General Methods. | 7. School Administration. |
| 3. Special Methods for Primary Grades. | 8. Public School Music. |
| 4. Special Methods for Grammar Grades. | 9. Public School Drawing. |
| 5. History of Education. | 10. Observation and Teaching. |
| | 11. School Visiting. |
| | 12. Agriculture. |

COURSE OF STUDY FOR NORMAL COURSE

FIRST YEAR

First Semester

Psychology I.
Review and methods in the common branches.
Observation in the City Schools two hours per month.
Literature IX-A and English IX.
Some subject elected from the list of college subjects given.

Second Semester

Psychology II.
General Methods.
Review and methods in the common branches.
Observation in the City Schools two hours per month.
Literature and English.
Some subject elected from the list of college subjects given.

SECOND YEAR

First Semester

Principles of Education.
History of Education, or
Methods and Review.
Observation and practice.
One elective from the college sub-
jects given.

Second Semester

Principles of Education.
Observation and Practice.
History of Education, or
Methods and Review.
One elective from the college sub-
jects given.

NOTES

1. Pupils who have not completed all the subjects named for admission to this course, will be required to take these courses before the advanced courses.

2. Students who have not had Agriculture in the Secondary course, will be required to take it in the Normal course.

3. It is desirable that students in the normal course choose as early as possible, whether they will give special study to the primary grades or the grammar grades.

Primary methods are intended for the first, second, third and fourth grades.

Grammar grade methods are planned for the remaining grades.

4. Young men who contemplate taking the normal course should plan, so far as possible, to get both primary and grammar grade methods.

5. Eight units of work are required for completing the normal course.

6. The observation work of the juniors is largely done by the courtesy of the Superintendent in the schools of Huntington. The observation and practice work of the Senior class is mainly done in the training school. Marshall College has the best organized and equipped training school in the state.

7. Inasmuch as the common branches constitute the main subject matter of the elementary school, and also are studied mainly by students when they attended the elementary school, it seems imperative to give a thorough review of the common branches for the purpose of enlarging the knowledge of the subject matter for the prospective teacher, and also to give specific suggestions for teaching the same.

All students of the Normal class are required to take this thorough review and helpful work in methods.

TENTATIVE SCHEDULE OF CLASSES IN ADVANCED AND COLLEGE WORK
FOR FIRST SEMESTER, 1917-18

8:00	9:00	10:00	11:00	12:00
Prin. Ed. (w) Lit. 9A MWTh	Psychology (f) Eng. 11 MWTh	Psychology (f)	Lit. 9 TuF Lit. 9A MWTh	Lit. 11 TuWF
Eng. 9 TuF*		French 1	Eng. 9 TuF*	
Latin 5 (m)	German 1			Hist. Ed. (th) German 5
			French 5	History 9
			Geometry 3 Indust. Geog. (f)	Trigonometry (th)
Physics 3 Lab.	Physics 3 Lab.	Chem. 3 TuTh		Jun. Meth. (th)
Bacteriol MWF	Bacteriol MWF	Colg. Bot. 1 MWF	Nor. Agr. MWF N. A. Lab. TuTh	
	Mech. Drawing Dom. Art 3 TuTh	Dom. Sci. 3 MW		

*Two hours a week laboratory work to be done at other periods.

(m) no recitations on Monday; (tu) none on Tuesday; (w) none on Wednesday; (th) none on Thursday; (f) none on Friday.

2:00 to 4:00, Laboratory:

English MTuW	College Botany 1 TuTh	Normal Agriculture W
Chemistry 3 MTuW	Domestic Science 3 TuTh	

TENTATIVE SCHEDULE OF CLASSES IN ADVANCED AND COLLEGE WORK
FOR SECOND SEMESTER, 1917-18

8:00	9:00	10:00	11:00	12:00
School Adm. (1) Prin. Ed. (3)	Ed. Psychology	Ed. Psychology		Sen. Methods
Lit. 10 MWTh Eng. 10 Tu F*	Eng. 12 MWTh	French 2	Lit. 10 MWTh Eng. 10 TuF*	Lit. 12 TuWF
Latin 6 (m)	German 2			Jun. Methods German 6
			French 6	History 10
			Geometry 3 Geog. Infl. (f)	Anal. Geom. (f)
Physics 4 Lab.	Physics 4 Lab.	Chem. 4 TuTh		
Entomology		Colg. Bot. 2 MWF		Jun. Methods
	Mech. Drawing Dom. Art 4 TuTh	Dom. Sci. 4 MW		

*Two hours a week laboratory work to be done at other periods.

(m) no recitations on Monday; (tu) none on Tuesday; (w) none on Wednesday; (th) none on Thursday; (f) none on Friday.

2:00 to 4:00, Laboratory:

English MTuW	College Botany 2 TuTh	Entomology W
Chemistry 4 MTuW	Domestic Science 4 TuTh	

PSYCHOLOGY

Because we believe that all intelligent teaching is based upon the principles of Psychology, the professional training begins with this study. James' lectures are used as a text, supplemented by other authors as the subject develops. The topics most fully treated are: Habit, Attention, Interest, Heredity, Will, Instinct, and Emotion. The course in Educational Psychology, which directly follows, applies the principles considered immediately to the education of the child.

The course is intended to lead the student to a more critical study of the subject, to give him a wider view and to acquaint him with the thoughts and opinions of some of the best thinkers and writers of the day.

Through a special arrangement with the Superintendent of the Huntington schools, all members of the class are allowed to make regular visits in the schools once a month. Each visit has a definite aim connected with the several topics considered and a report is made to the class on the following day. This form of laboratory work is exceedingly valuable to the members of the class, since they can thus observe the practical application of the principles previously studied.

THE SEMINARIES

The Normal Seminary is modeled after the "seminar" of the universities, simplified to meet our needs. Its purpose is to develop the habit of reading, the ability to collect and logically arrange material for public presentation, and to stand before an audience and present a subject clearly and readily.

The meetings are held once a week. Every other week some important pedagogical subject is offered by a member for criticism and discussion.

A printed syllabus, accompanied by a good bibliography, is prepared and the subject presented orally by the student who is one of the chief speakers of the meeting.

After the presentation a discussion follows, in which all of the members are expected to take part. The discussion includes criticism of the form of the syllabus, the English used, the subject matter, and the opinions expressed.

The current events seminary is also held every other week.

Subjects connected with present day interests are discussed and in addition reports are made from Congress and the State Legislature, when in session, and from foreign countries.

At the end of the year all members must pass a rigid examination upon the work of the year in current events.

GENERAL METHODS

The work in general methods is regarded as very important, since it is intended as a preparation for the more specific application to the several subjects which follow.

The special phases taken up are treated under the following topics: Habit and Education; Sequence in Teaching; The Lesson; Presentation of the Lesson; The Recitation (preliminary); The Conduct of the Recitation. Members of the class are encouraged to ask questions and to discuss in class their own experiences, and to compare notes as to results, thereby gaining mutual benefit.

Various texts are used for side reading and Muensterberg's "Psychology and the Teacher" is carried throughout the course.

SPECIAL METHODS

In connection with the review of the common branches and after the subject matter has been well organized in the student's mind, special methods for teaching that subject are given. They are divided into two groups, the primary methods and the grammar school methods. It is aimed as nearly as possible to give each student the particular method that will apply in teaching the subject in her chosen grade. This course, which follows Psychology, General Methods and Review, gives the graduate enough equipment for an intelligent teacher. The methods in each subject are given by an expert who is in touch with the latest educational thought of the subject at this time.

SHORT COURSE METHODS

The aim of this course is to lead teachers to discover the best means of teaching children how to study. What should be studied and what methods should be used are determined in part by discussions of—

1. The meaning of education;
2. What the school is;
3. What subject matter is;
4. What psychological laws must be observed and obeyed;
5. The nature of logical study.

In the light of the foregoing the student is then led to work out some of the practical school problems in each of the elementary school subjects.

HISTORY OF EDUCATION

The chief purpose of the study of the History of Education is to lead finally to an understanding of present educational ideals, practices, tendencies and problems. In this we are guided by a study of the experiences of those nations that have preceded us. The changing conceptions of the function of the school and its curriculum and methods we find arise in

answer to a felt need which has grown out of the philosophical, social and political life of the times. These various changes or movements are typified and find expression in the lives and writings of some of the world's great reformers, philosophers, scholars and teachers, such as Socrates, Plato, Cicero, the Church fathers, Luther, Melancthon, Milton, Montaigne, Bacon, Comenius, Locke, Rousseau, Pestalozzi, Herbart, Froebel, Spencer, Huxley, Mann, Montessori, Dewey and others. A study is made of the contribution each has made to education and a clearer insight is made possible by the reading of original sources dealing with each phase. Throughout the course the student is encouraged to focus all knowledge gained in other fields upon this particular problem of the present day school. Text: Monroe's "Brief Course in the History of Education."

PRINCIPLES OF EDUCATION

This work commences with a course in Theoretical Ethics, considered at first with a view to finding the nature and authority of the moral standard. This is followed by a consideration of the practical side as applied to the life of the individual and to the moral training of children. Especial effort is made to impress upon teachers the needs in our schools for the ethics which make for a clean, wholesome and sane living. MacKenzie's Manual of Ethics is the class text. The required readings include various books by the best authorities of the day.

The work in Ethics is followed by a course in the Principles of Education, considering especially the following phases: The definition and aim of education, the teaching process, the relation of happiness to education, the function of the recitation and the principles governing it. The members of the class regularly visit the city schools once in two weeks. They observe with a view of finding the application of the principles studied, and a report is brought back to the class after each visit.

SCHOOL ADMINISTRATION

This course is especially designed for those who expect to undertake administrative or executive positions and is arranged to suit their needs. It includes the consideration of positions as high school principals, school superintendents, grade principals, etc., and deals in detail with the management of such schools.

SCHOOL MUSIC

CHORUS: Required of all junior normal students, and open to all who are able to pass a simple vocal test given for the purpose of placing the voice. One hour of credit will be given to all who take this course. Topics for particular consideration are: Position, breathing, tone production, enunciation, and interpretation of the music. During the year we present



ART STUDIO

in a public performance the various choruses upon which we have been working.

SENIOR NORMAL MUSIC: This chorus is designed especially for those who are going to teach. The student is given sufficient training to conduct the music work in his own room, and to have an intelligent knowledge of the scope and purpose of public school music work. It includes a review of the elements of music and a study of the child voice. Particular attention is given to the changing voice of the boy. Rote songs are learned and practiced in the light tone so essential for the teacher of the lower grades. The work of each grade from the primary through to the high school is carefully studied and outlined. At least one method of presenting each new phase of the music work is learned and practiced.

If there is a demand for it from five or more students, a class for the training of supervisors of music will be organized.

ART

In order that the larger purposes of the course in art may be clearly understood, the following statements of fact are set down. The purpose of this course is to quicken the intellect and to cultivate the powers and foster the ideals of good citizenship:

First, through a cultivation of the power and the habit of analytical observation.

Second, through the correlation of thought and action.

Third, through the cultivation of the appreciation of truth and beauty.

These are but crisp statements of subjects that it would take volumes to adequately set forth,—subjects that involve considerations, many of which are common to all subjects, and others of which are distinctly related to the subject of art as follows:

I. Development of definite sense perception.

- a. Proportion—to be able to distinguish relative sizes of surfaces and objects.
- b. Direction—to learn to perceive relative directions of lines, size of angle, etc.
- c. Forms—to distinguish and reproduce shape.
- d. Color—to distinguish, select, reproduce, and combine color harmonies.
- c. Design—to cultivate appreciation of good form and proportion.

II. Use.

- a. To record facts.
- b. To express idea of form and color.
- c. To make a picture, to compose.
- d. To make patterns or designs according to law of order and beauty.
- e. To apply the laws of beauty in home dress and all created forms.
- f. To live a beautiful life in this atmosphere.

Linear drawing is simply the analysis and synthesis of a form and involves thinking in direction and proportion.

Drawing or painting in light or shade requires ability to think definitely in directions and proportions of surfaces and in light and dark tones.

Painting in color requires, in addition to the above, ability to think in color tones, values, and intensities.

Design involves thinking in terms of beauty of line, mass and color, beauty, order, and harmony.

To this end this course in Art may do its full share in conserving our most precious gifts and developing farther our latent powers for peace, power, and happiness.

The following courses are offered:

ART I: *Drawing I and II.* One semester, four hours a week, with four hours laboratory.

This course is designed to meet the needs of high school students who have not had the equivalent of Drawing I and II, which are prerequisite to Senior Methods. See Drawing I and II under Secondary Course.

ART II: *Mechanical Drawing.* See college courses.

ART III: *Senior Methods.* One semester, two hours a week.

This course concerns itself with ways and means of teaching art: The "how" to teach drawing, color, design, composition, and construction; the uniting of art with other subjects for their mutual enhancement; the cultivation of appreciation and power; a consideration of materials and their use, including a short survey in art in the public schools of America.

Outside reading required.

Lectures on Art History will be delivered to the Senior Class during this course, to which the public is invited.

MR. MYERS.

NOTE: A student may elect art and receive full credit, provided Drawing I and II have been satisfactorily completed.

ART IV: One semester, two hours a week.

House planning and decorating.

Mechanical drawing.

Color.

Design, constructive and applied.

This course is planned to meet the needs of students in the course in Domestic Art.

MR. MYERS.

ART SUPERVISION

DIPLOMA COURSE

Prerequisite: High school diploma or its equivalent.

FIRST YEAR

First Semester

Art Supervision I:

Psychology
Drawing I
Mechanical I
Color I
School Visiting

Second Semester

Art Supervision II:

General Methods
Drawing II
Mechanical II
Color II
School Visiting

SECOND YEAR

First Semester

Art Supervision III:

Principles of Teaching
Drawing III
Design I
Construction I

Second Semester

Art Supervision IV:

Special Methods and Review
Drawing IV
Design II
Construction II

THIRD YEAR

First Semester

Art Supervision V:

Painting I
Design III
Methods
History of Art
Teaching

Second Semester

Art Supervision VI:

Painting II
Design IV
Supervision
Outlines for a course of study
Teaching

OBSERVATION AND PRACTICE

After a student has completed the courses in Psychology, General Methods, Review, and Special Methods, he then is given special preparation for teaching. He is assigned a particular grade; he goes to this grade regularly each day; he notes the work of the teacher, the attitude of the pupils, the presentation of the lesson, the character of the work done, the discipline, and the material used. In fact, he studies the life of the school. While doing this he becomes familiar with the name of each pupil, and is encouraged also in his observations to get the characteristics of the pupils. He is also informed how records are kept and how the different reports are made up. This observation period continues three weeks. During this time, in addition to his observation, he is planning out a course of teaching for himself. He decides what he will give during the three weeks of his teaching, and how he will relate it to that which has already been taught.

Thus the student is prepared to teach the assigned subject. He knows the pupils; he is familiar with the atmosphere of the room; he knows the lessons that have previously been taught, and he is ready to present a new lesson. As a special preparation he has prepared an outline of the work he will accomplish in three weeks, and this has been criticised and approved by the supervisor. He also has a definite lesson for the first day. This includes not only something to teach, but how he shall proceed in teaching. This teaching is done under the direct observation of the regular teacher in charge of the room. Some time during the day on which the lesson is given, this critic teacher has a personal conference with the student teacher, showing wherein the lesson was excellent and wherein it might be improved. Each day the pupil gets a kind, intelligent criticism. This plan is followed during the three weeks. At the end of this period the pupil is assigned another grade and subject and the process of observation and teaching is repeated: and after another period of three weeks, still another grade is given with the same program. This enables the student teacher to determine at what point in teaching she is strongest, and to give her confidence and a knowledge of procedure which she could not get any other way. It is believed that this plan is a very excellent one and that it insures good results if a person has any gift for teaching.

SCHOOL VISITING

All members of the Normal Senior class are required to visit at least ten schools, half of them to be outside of our town, during the year. These visits are for the purpose of studying the work of other teachers—their methods, system, discipline, courses of study and general plan. A report of each visit is made to the Superintendent of the Training Department, not with the idea of criticism, but rather in order that she may see what has been gained by the experience. Ten visits for observations on the class work of our own school and reports of these visits are required.

AGRICULTURE

BIOLOGY VI: General Agriculture for Normal Students. The work in this course covers the whole field of Agriculture in a general way. It is not intended for students wishing college credit, but is required of students graduating in the Normal Department of the College. The teaching of Agriculture in the rural school is emphasized. The work consists of laboratory, field work, and recitations on Forestry, Agronomy, Horticulture and Animal Husbandry.

LITERATURE

LITERATURE IX-A: Literature for the Grammar Grades and the First Year High School. A course for prospective teachers of literature. Three hours.

REVIEW OF THE COMMON BRANCHES

It is a well established principle in education that knowledge of the subject matter is the first fundamental preparation for teaching. The average graduates of the high schools completed the common branches in the grades, when they were undeveloped students. At the time they were studying the common branches they were not old enough to thoroughly comprehend them and to know them in organized form. During their high school course their time is centered upon other subjects, and so by the time they enter a normal school the common branches are practically out of the mind. Inasmuch as these are subjects which the graduates of the normal schools go out to teach, it is absolutely important that a thorough review of these subjects should be given. This review, with the accompanying primary methods, is one of the strong features of the Marshall College.

SCHOOL HYGIENE

In this course a study is made of the school problem, dealing with the sanitation, ventilation and lighting of the school house, and its surroundings. The personal hygiene is based upon a review of the physiological structure and function of the various parts of the human body. A study is made of the causes of the most prevalent diseases which attack the school child, and the most general defects with which the child must contend, such as enlarged tonsils, adenoids, defective eyesight and hearing, curvature of the spine and lowered vitality, the method of treating them, and the best means of preventing and avoiding them. Emphasis is placed on the formation of hygienic habits of living, upon the necessity of living in sanitary and wholesome schools and homes, the importance of a pure water supply and an abundance of fresh air and sunshine.

GEOGRAPHY

1. REVIEW GEOGRAPHY AND METHODS: For junior normal students. Four periods per week.

This course is planned to meet the needs of those who are preparing to teach geography in the grades.

The work consists of (1) A general review of the subject matter, with application of the principles developed to the United States and then to the most advanced European nations. (2) The scope and nature of geography, the aims and phases of geographical study. (3) Selection and organization of subject matter into courses of study, study of text-books, materials, use of pictures, maps, drills, and commercial museum exhibits. (4) Observation and lesson plans required. Basis for the work—modern texts on subject matter and methods, lectures, reference work in periodicals.

Some field work with reference to learning how to teach observational and home geography. Some laboratory work, especially with common rocks and mineral specimens.

Texts: Salisbury-Barrow-Tower, "Modern Geography"; Sutherland, "The Teaching of Geography."

MISS BURGESS.

TRAINING SCHOOL

ORGANIZATION

The head of the Department of Education is superintendent of the Model School, and is head teacher of professional subjects. She co-operates with the president in the selection of teachers for the Model School. She, with the co-operation of the president and the supervisors of the Model School, fixes the course of study for the Model School, and has general and immediate supervisory authority and control over it.

The supervisors have general charge of the eight grades of the Model School. It is their province to see that the principles and methods that have been given in the educational courses are properly applied by the regular and student teachers of the training school. They also give general direction in regard to the complete work of the primary grades. Their work is a very important one, for it is a connecting link between theory and practice. It requires an accurate knowledge of Psychology and principles of teaching, and also clear ideas of methods and school management. The supervisors also assign pupils to classroom work, and with the student, determine the particular field of subject matter which shall be taught. The students are taught how to put subject matter into good form for teaching. Supervisors also have conferences with the students and all problems pertaining to school work, making such generalizations from the few subjects taught as will enable the student to be efficient in all subjects she may teach.

By the "Model School" is meant the several grades of the Practice School, which are classified as follows:

Primary Grades I, II, III, IV.

Grammar School Grades V, VI, VII, and VIII.

The fees charged for entrance to the Model School go toward paying the salaries of the teachers in that school; also for purchasing equipment, library books, etc., for the children of the Model School.

Each grade of the Model School is limited to thirty pupils as a maximum number, and twenty has been the number in nearly all cases, the total in the eight grades running about 200.

It is, of course, understood that the function and purpose of a Model School in connection with a Normal School is to offer to those who are preparing to teach, both observation and practice in their profession before they graduate as teachers. Accordingly all Normal Seniors are required both to observe and to teach in the Model School before receiving their diplomas. The Model School is the laboratory of the Teachers' Training Course in a Normal School, and the better the children are taught and the better the advantages and equipment of the Model School in every way, the better the training of the Normal Seniors for their profession. Hence it

is no sacrifice of the children's interest to attend a Model School, for every consideration of justice to them, as well as to the student teachers, requires that this school shall, as nearly as possible, be distinctively a school where model work for the children is done.

CRITIC TEACHERS

The regular teachers of the Model School are known as critic teachers. The critic teachers are supposed to be specially prepared for their work. All that they do in the school room is supposed to be a good example of teaching. Their personal manner, their methods of presentation, their summing up of the lesson, and all that they do is supposed to represent standard work in the best schools. In addition to exemplifying good teaching, the critic teachers are required to pass upon the daily lesson plan of the student teachers who are assigned to them, and when it is taught by the student to see that it is properly carried out. The critic teachers are also expected to have daily conferences with the student teachers concerning the lesson taught in their presence and preparing for the lesson to be taught the following day. There is no more important position in the Normal Department than that held by the critic teacher. She must know subject matter, Psychology and Method, and be able to harmonize these in her work.

Only children of good name, clean of person and habits, are admitted to this school. Children under six years of age are not admitted.

The tuition for each child for one-half year is \$7.50, if paid in advance. This is about \$0.40 per week. If not paid in advance the tuition will be \$0.50 per week, or \$9.00 per semester.

DEPARTMENT OF HOME ECONOMICS

Home Economics includes a systematic study of those subjects which have a direct bearing upon the life of the home. The work of the department is grouped under two heads: Household Science and Household Arts.

The aim of the department is threefold.

First, to develop in the student through education a power over self and environment that will enable her to live the best possible life for herself and to be of the most service to others. To create an interest and love for the most universal and essential of employments, home making and the procuring and preparation of food and clothing.

Second, from a practical standpoint, to impart a knowledge that will enable the student to take charge of a home, to make it healthful, attractive, and to keep it so; to supply the right kinds of food and clothing, from the standpoint of health and economy.

Third, to train students so that they may be prepared to teach these subjects in the schools of the state.

Course of Study for Home Economics Diploma:

FIRST YEAR

First Semester

Psychology
 Domestic Art III
 Domestic Science III
 Household Chemistry
 Some subject elected from college
 subjects given.

Second Semester

General Methods
 Domestic Art IV
 Domestic Science IV
 Bacteriology
 Some subject elected from college
 subjects given.

SECOND YEAR

Principles of Teaching
 English
 Art
 Chemistry of Foods
 Domestic Science V.

Special Methods and Review
 a. Physiology
 b. Geography
 c. Social and Business English
 English
 Domestic Art VI
 Domestic Science VI

NOTES

1. This course is open only to high school graduates, who have had one year each of Chemistry, Cooking and Sewing.
2. The observation and practice teaching will be done in both the Normal and Home Economics Departments.

OUTLINE OF COURSE

DOMESTIC ART III:

- I. Advanced Work in Sewing.
 1. Study of Patterns.
 2. Making of Dresses.
 - a. Simple wool dress or a separate wool skirt and waist.
 - b. Silk dress.

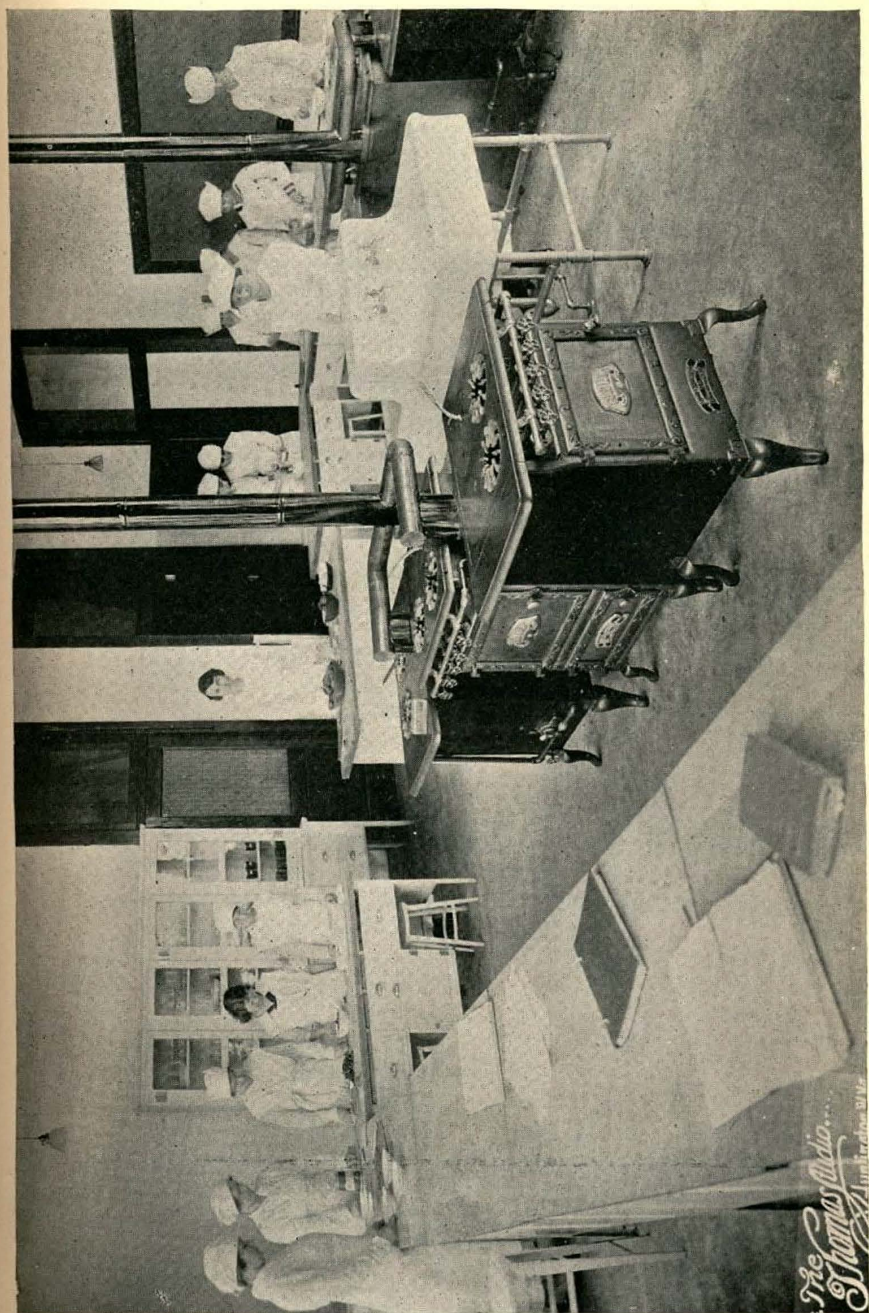
Two consecutive hours twice a week. Credit 2 hours.

Fee, \$1.00.

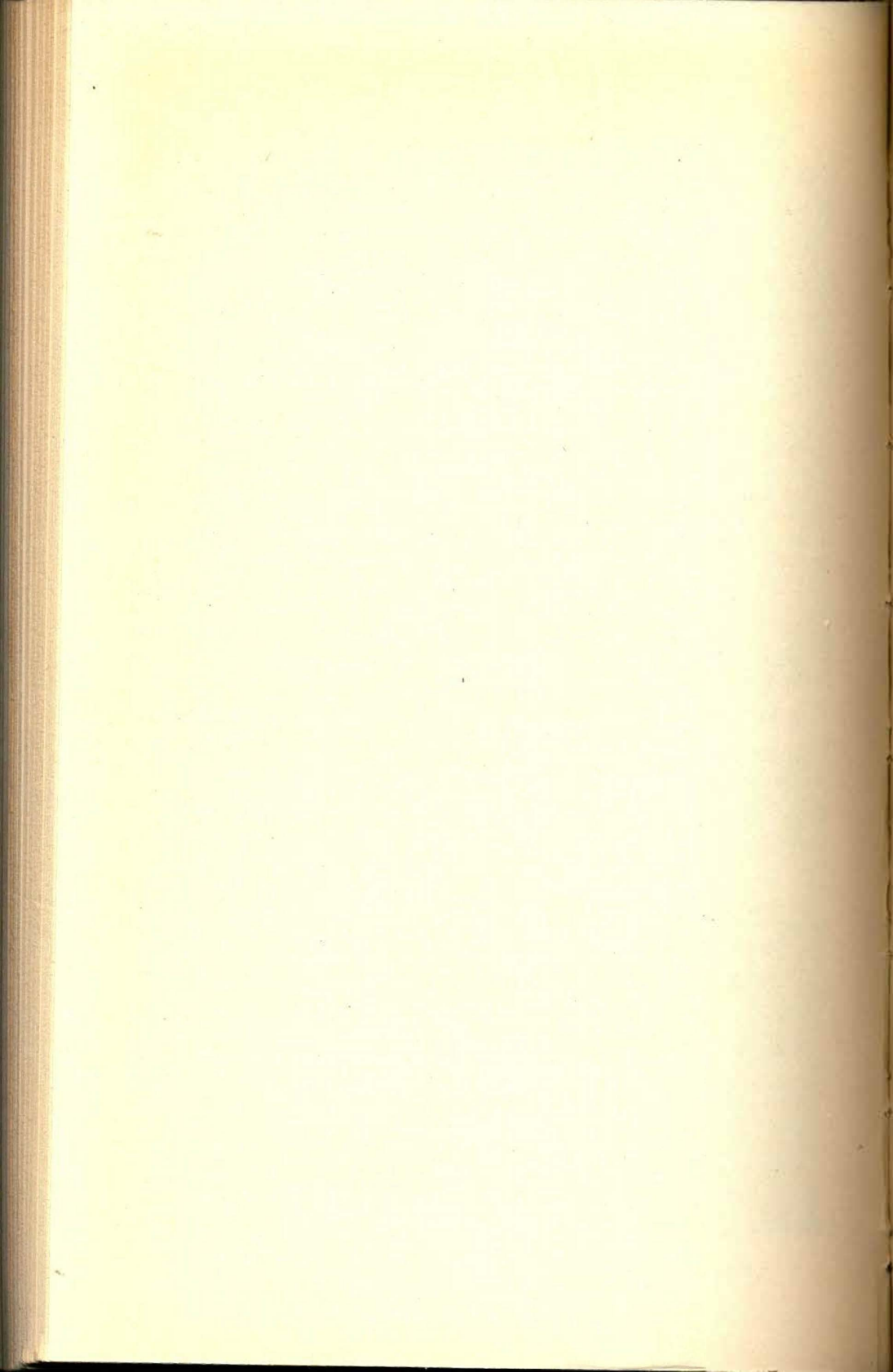
Text: "Shelter and Clothing," Kinne and Cooley.

DOMESTIC ART IV:

- I. Advanced Work in Garment-Making.
 1. Drafting Patterns.
 2. Making a dress, using a drafted pattern.
- II. Millinery.
 1. Renovating materials.
 2. Trimming a bought straw hat.



DOMESTIC SCIENCE LABORATORY



Two consecutive hours twice a week. Credit 2 hours.

Fee, \$1.00.

Text: "Shelter and Clothing," Kinne and Cooley.

DOMESTIC ART V:

House Planning, Decorating and Furnishing. (To be taken in Art Department.)

DOMESTIC ART VI:

I. Methods of Teaching Domestic Art.

1. Relation to other subjects.
2. Educational value.
3. Planning course of study.
4. Class management.
5. Equipment.

II. Observation and Practice Teaching.

III. Making a Lingerie Dress.

Two consecutive hours twice a week. Credit 2 hours.

Fee, \$1.00.

DOMESTIC SCIENCE III:

I. Advanced Work in Foods.

1. Detailed Study of Foods, Production, Manufacture and Chemical Composition.
2. Digestion, Absorption, Assimilation and Elimination.

II. Cookery of Foods.

1. Selection, Preparation and Manipulation of Food Materials.
2. Canning Fruits and Vegetables.
 - a. Preserves and Jellies.
 - b. Pickles.
3. Use of Fireless Cooker, and other modern appliances.
4. Planning and serving individual meals. Specified cost per capita.

Three hours recitation and two double laboratory periods.

Text: To be chosen.

Fee.

DOMESTIC SCIENCE IV:

I. Continuation of Domestic Science IV.

II. Household Management.

1. Study of Home Problems.
 - Domestic service.
 - Division of labor.
 - Keeping accounts.
2. Care of Home.
3. Standards of Living According to Income.

Three hours recitation and two double laboratory periods.

Fee.

DOMESTIC SCIENCE V:

I. Dietetics.

1. Principles of Human Nutrition as Applied to Individuals, Families, Invalids, Babies and Young Children.
2. Energy Value of Foods.
3. Food Combinations.
4. Food and its Relation to Certain Diseases.
5. Prevention of Disease through Diet.

II. Cookery.

1. Invalid Cookery.
 - a. Sick.
 - b. Convalescent.
 - c. Preparation and serving trays.
2. Food for Babies and Young Children.
 - a. Modified milk.
 - b. Special milk preparations.
 - c. Foods for older children.

III. Home Nursing and Care of Babies.

Care of Sick at Home.
Meeting Emergencies.

DOMESTIC SCIENCE VI:

I. Methods of Teaching Domestic Science.

1. Planning Courses of Study.
 - a. Elementary Schools.
 - b. Secondary Schools.
 - c. Rural Schools.
2. Equipment for Cooking.
3. Class Management.
4. Observation and Practice Teaching.
5. Conducting Canning Clubs.
6. Lecture Demonstrations, to be given in connection with club Work.
7. Testing and Judging Foods according to given standards.
 - a. Breads.
 - b. Cakes.
 - c. Canned Goods.

II. Review of Cooking Processes to gain confidence and skill in manipulation.

III. Library Readings and Research.

IV. Class Discussions.

Text: To be chosen.

Fee—

UNIFORMS

Students are required to wear, when in the Cooking Laboratories, washable dresses, a white apron (Pictorial Review Pattern 4930) with cap, hand towel and holder.

Three or four uniforms will be needed; Indian Head or a heavy quality of bleached muslin may be used.

COLLEGE COURSES

To meet the various needs of the students of the Normal course, it is necessary to offer for their electives courses of a college grade in scope and in the quality of work done. The following courses are all of college grade, and they will enable students who do not care to take the Normal course to do two years of strong college work at Marshall College:

ENGLISH

ENGLISH IX: *Syntax and Paragraph-Writing*. A study of the sentence and its use, designed particularly for those preparing to teach in the grammar grades or the high school and for those beginning college English. Four hours a week in laboratory, giving a credit of *two* semester hours. MR. FRANKLIN.

For Juniors in the Normal Course English IX and Literature IX-A (see Advanced Courses) constitute a required half-unit.

ENGLISH X: *Composition and Rhetoric*. Themes, written and oral, on topics from subjects in the curriculum for college freshmen, or from current history; explanations of the principles and usages involved in suggested corrections and revisions; lectures. Four hours a week in laboratory, giving a credit of *two* semester hours. MR. FRANKLIN.

ENGLISH XI: *English Story-Telling*. Studies in the growth and significance of the story, the romance, the novel, the short story. Illustrative readings and carefully prepared papers. *Three* hours. MR. FRANKLIN.

ENGLISH XII: *The Novel*. A closer study of a part of the work covered briefly in English XI. *Three* hours. MR. FRANKLIN.

LITERATURE

LITERATURE IX: *English Literature*. This course is designed for and is open only to graduates of high schools or the secondary course of this institution. Shakespeare, ten weeks; Spenser, Johnson, and Donne as germinal poets. The Caroline poets, Dryden's *Satires*, and Pope's *Essay on Criticism*. In the more intensive study of the literature of each period, its vital roots in the natural life are brought out more comprehensively than has been possible for the student hitherto. For many students, the work should prove truly assimilative into broader understanding. *Century Readings* used. *Two* hours. DR. HAWORTH.

LITERATURE X: *English Literature*. From Goldsmith to Browning.

Conditioned as in Literature IX. In this course three weeks will be devoted to study of Wordsworth's *Lines Written Near Tintern Abbey*, and his *Ode on Immortality*. *Century Readings* used. Three hours. DR. HAWORTH.

LITERATURE XI: *The Elizabethan Dramatists*. This course will include a study of representative dramas selected from Marlowe, Jonson, Beaumont and Fletcher, Massinger, and Webster. This will include a more intimate understanding of the nature of the Elizabethan drama. Three hours. DR. HAWORTH.

LITERATURE XII: Wordsworth's *Prelude* and Shelley's *Prometheus Unbound*. An opportunity to study wide distinctions of a structural character and many close analogies in philosophic content. With *The Prelude*, one's understanding of Wordsworth should be well awakened; with *Prometheus Unbound* sympathy with Shelley at his best should be permanently awakened. The undertone of the period in which they lived should be heard throughout the entire semester. Three hours. DR. HAWORTH.

BIOLOGY

The courses outlined below are intended for students who have completed their high school work or have at least fourteen units credit. Students who elect any of these courses should be of some maturity, and must have had at least one course in some Biological science:

COURSE A: *College Botany I*.

This course is intended for advanced students who desire a college credit course in Botany. The following type forms will be studied to illustrate the Morphology and Biology of the four great plant groups: Gloeocapsa, Oscillatoria, Pleurococus, Spirogyra, Vaucheria, Sphaerella, Fucus, Plasmodiophora, Stemonitis, Rhizopus, Saprolegnia, Plasmopara, Phytophthora, Sclerotinia, Exoascus, Morchella, Microspora, Penicillium, Yeast, Claviceps, Plowrightia, Glomerella, A Crustaceous Lichen, Ustilago, Puccinia, Gymnosporangium, Lycoperdon, Agaricus, Marchantia, Polytichum, Pteris, Equisetum, Sclaginella, Pinus, Lilium, Zea, Phaseolus.

Alternation of Generation, Plant Distribution and Evolutionary Processes will be given special attention. A large part of the course will be devoted to the study of Bacteria and Fungi in relation to the more common diseases of cultivated plants, with modern methods of inoculation, culture, and control.

Lectures, recitations and demonstrations three hours per week. Laboratory and field work four hours per week.

MR. LECATO.

COURSE B: *College Botany II*. The Anatomy and Physiology of Plants. The first part of the course will be devoted to both gross and microscopic study of the structure of roots, stems, leaves and flowers, with their vari-

ous modifications. As far as possible structure and function will be correlated, and much of the time will be given to experimentation in the laboratory upon the following Physiological processes: Absorption, Transpiration, Excretion, Photosynthesis, and the Manufacture of Organic food, Respiration, Metabolism, Growth, Reproduction, Heredity and the Principles of Breeding.

The last month of the course will be devoted to Taxonomy. Frequent field trips will be made, and the student will be expected to become adept in tracing plants by means of keys, and will be required to make an herbarium.

Lectures, recitations and demonstrations three hours per week. Laboratory and field work four hours per week.

MR. LECATO.

COURSE C: *General Bacteriology*. The lectures are designed to give the student the morphology, physiology, and classification of Bacteria, with their relation to Agriculture, Domestic Science, and Sanitation in general.

The laboratory work consists of experiments which involve modern culture methods, the making of media staining, etc.

Frequent written reports upon selected subjects are required.

Two lectures and six laboratory hours per week.

Text-Book: "Microbiology," Giltner.

MR. LECATO.

COURSE D: *General Entomology*. The aim of this course is to give the more essential facts concerning insect life. The anatomy and life history of insects are illustrated by a detailed study of the following forms: (1) Locust, (2) A Beetle, (3) The Squash Bug, (4) The Honey Bee, (5) The Fly, (6) The Cabbage Butterfly. Subjects of general Biological interest are taken up, such as life histories, habits, methods of growth, reproduction, mimicry, protective coloration, methods of collecting and preserving insects, the relation of insects to plants, and insects and disease. Each student will be taught how to identify insects by means of keys and will be required to make a collection of at least 100 insects, correctly pinned and labeled.

Lectures and recitations three hours per week.

Laboratory and field work four hours.

MR. LECATO.

The Biological laboratory is well equipped:

The equipment for Botany comprises individual desks, dissecting sets, and microscopes both simple and compound. The laboratory is provided with over two hundred microscopic slides, a number of plant presses, a Bausch and Lomb Baloptican, a well-selected set of lantern slides, a clinostat, a rotary microtome for sectioning, an electric drying oven and incubator, an autoclave, a modern culture room for separating and growing pure cultures of bacteria and fungi, a dark room for growing plants without light, a large aquarium for growing aquatic plants, and a representative herbarium.

The equipment for Entomology comprises an aquarium for raising aquatic forms; a number of insect breeding cages; a collection of over two thousand insects, illustrating orders and families; a number of insect mounting boards; a special oven for inflating larvæ; a complete set of lantern slides illustrating the various phases of Entomology; a number of microscopic slides, besides pins, corks, killing jars, chemicals, and other apparatus needed to carry on this work.

The Biological library is very complete. It contains several hundred volumes by the best authors on Botany, Entomology, and Agriculture. Besides these we have complete files of bulletins published by the U. S. government and the various Experiment Stations. We are also subscribers to the leading magazines along these lines of work.

GEOGRAPHY

1. INDUSTRIAL AND COMMERCIAL GEOGRAPHY: Elective for graduates of high schools. Four hours per week for eighteen weeks.

This course treats of the influence of geographical features on the production and exchange of commodities and of the principles underlying and guiding commercial activities.

The foundation of the course consists of observational work of the local industries, history and organization as influenced by geographical conditions.

An intensive study of the resources, industries, markets and trade centers of the United States and of West Virginia is made. The industrial personality of the leading nations is emphasized.

From local commerce world commerce is studied. Factors influencing transportation and exchange by rail, rivers and canals and by sea and the main trade routes of the world will be studied. Modern text-books will be supplemented by lectures and references for library work.

The course is given in outline form with references for reading to be done in the library. Museum and cabinet specimens for use in the work are rapidly accumulating and contributions from students and friends of the school are always welcome.

The making of maps and graphs required.

Texts: Brigham, "Commercial Geography"; Smith, "Industrial and Commercial Geography."

MISS BURGESS.

2. INFLUENCE OF GEOGRAPHY UPON AMERICAN HISTORY: Elective for graduates of high schools. Four hours per week for eighteen weeks.

The aim of this course is for closer correlation of Geography and American history. It includes a study of geographical conditions which have influenced the discovery, exploration and colonization of America, the westward movement of population, expansion of territory, the Civil War,

the distribution of immigrants, cities and industries. A comparison of geographic factors with non-geographic factors will be made.

Text-book will be supplemented with library work.

Text: Semple, "American History and Its Geographic Condition."

MISS BURGESS.

3. **PHYSIOGRAPHY II:** Elective for graduates of high schools. Four hours per week for eighteen weeks.

This course is offered for teachers of Physiography or Commercial and Industrial Geography in high schools. It supplements the student's work in Geography and involves advanced study of the physical processes and their results and the elements of climate.

A special study of topographic maps is made with a view to the scientific interpretation of land forms and other influences upon the institutional development of a country. Further laboratory work with mineral specimens, visits to industrial plants, field trips.

Text: Salisbury's "Advanced Physiography."

MISS BURGESS.

PHYSICS

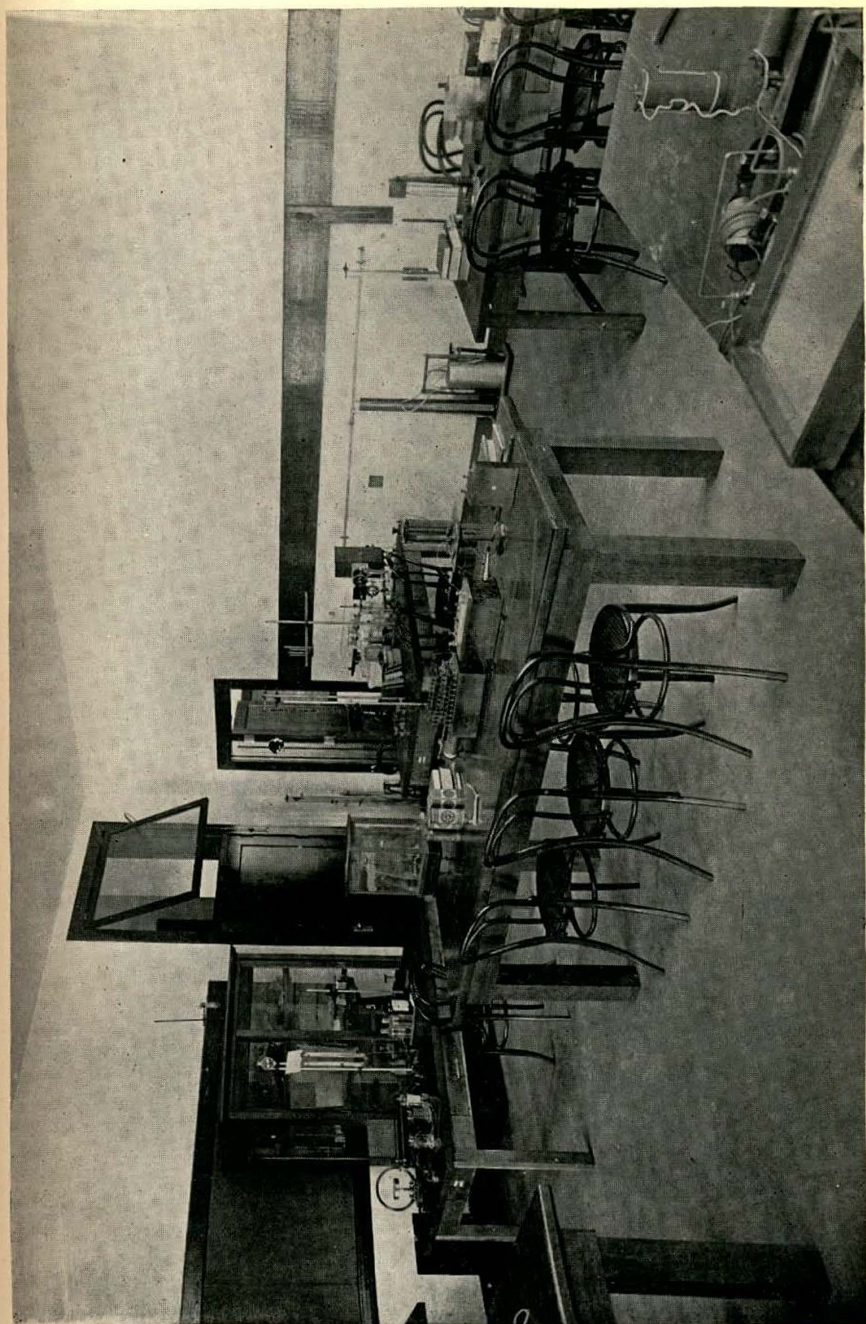
PHYSICS III: First semester. This course is a college credit course, and is open to all students who have had the two preceding courses or their equivalent in a good high school, and who rank as Junior or Senior Normals, or as Junior or Senior Academics. It must be preceded or accompanied by a course in Trigonometry. This course is recommended to all students who are planning to teach Science or who expect to complete a college course at some other institution. It is essentially a laboratory course, and consists of four two-hour laboratory periods, and one one-hour lecture or recitation period each week. The requirements are from sixteen to twenty experiments in accelerated motion and the determination of the value of "g," composition and resolution of forces, energy and efficiency, elastic and inelastic impact, elasticity, moment of inertia, simple harmonic motion, centripetal force, etc.

Text: Millikan's "Mechanics, Molecular Physics and Heat."

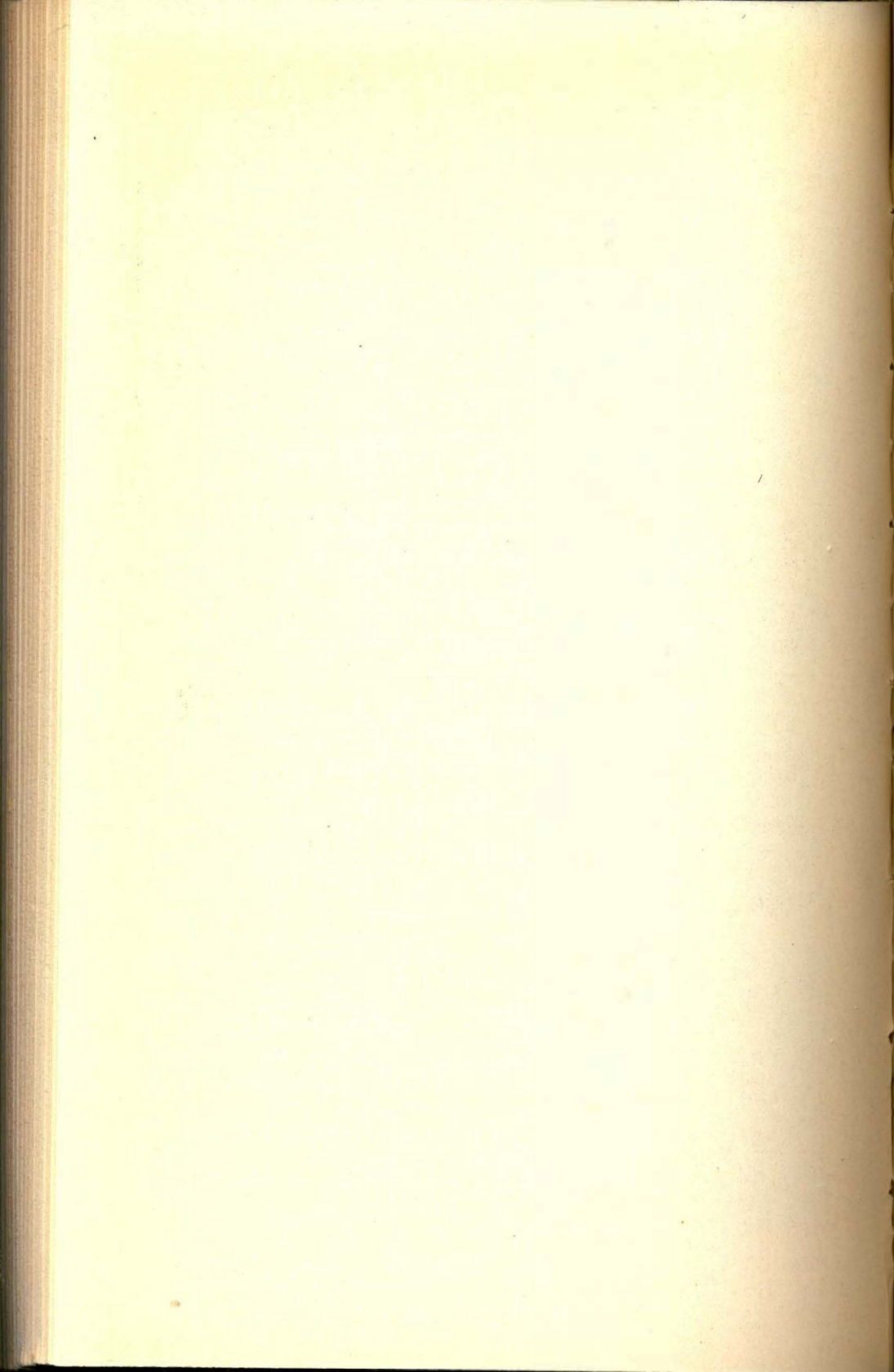
Fee, \$3.00.

MR. WYLIE.

PHYSICS IV: Second semester. A continuation of Physics III, which is a prerequisite. From eighteen to twenty experiments required. The experiments in electricity include the measurement of current, potential netic field, constants of ballistic galvanometers, induction, magnetism, etc. The experiments in sound include the measurement of the velocity in air, the rating of tuning forks, the study of waves in strings, and musical properties of air chambers. The experiments in light include the study of the diffraction of light waves, the measurement of wave length with the diffraction, resistance, capacity of condensers, constants of the earth's mag-fraction grating, the use of the spectrometer, the measurements of lamps



PHYSICS LABORATORY



with the photometer, the study of the spectra of various elements with the spectroscope, some simple experiments in polarized light, etc.

Text: Millikan and Mills' "Electricity, Sound and Light."

Fee, \$3.00.

MR. WYLIE.

CHEMISTRY

CHEMISTRY III: First semester. Five credit hours. Prerequisite, Chemistry I and II.

(a) Lecture and recitation two hours per week. Fee, \$3.00.

(b) Laboratory three periods of three hours each per week.

These courses are the advanced Chemistry courses and are accredited as advanced work at the university.

The student is taught the reason for precipitations and solutions, and is given a larger insight into the reasons for certain exercises performed in the laboratory. It is in fact a lecture course in Advanced General Chemistry.

The laboratory course consists entirely of Qualitative Analysis. In this the student is required to perform the tests for separation and identification of the metals and the acids of all the groups. A known and an unknown of each group must be completed, after which the student is given ten unknown samples that may contain from two to seven substances each, which must be worked out before credit is allowed on the course.

MR. NORMAN.

CHEMISTRY IV: Second semester. Five credit hours. Prerequisite, Chemistry III. Fee, \$3.00.

(a) Lecture and recitation two hours per week.

This is a continuation of Chemistry III except that the subjects are taken up with reference to Quantitative Chemistry instead of Qualitative, as in the fall semester.

(b) Laboratory three periods of three hours each per week.

This work deals entirely with Quantitative Analysis and the student's entire time is spent determining the amount of substances present in a sample. This includes Volumetric, Gravimetric, and Colorimetric determinations of various samples. After completing the courses in Chemistry III and IV the student will find no great difficulty in mastering analysis of the commercial type.

The work done in Chemistry IV is accredited as advanced work at the University.

MR. NORMAN.

AGRICULTURAL CHEMISTRY: First semester. Four credit hours.

(a) Lectures and recitation two hours per week.

(b) Laboratory course to accompany (a), two periods of two hours each per week.

Prerequisite to these courses is Chemistry I and II.

These courses are designed for and required of all students taking Botany V. It is essentially a chemistry course in which are taken up the things of most importance to the agriculturalist. Such things as the analysis of the soils, the composition of insecticides and fungicides, the analysis and determination of the purity of products bought for the farm. Milk and cheese and their analysis and purity.

MR. NORMAN.

ORGANIC CHEMISTRY: Senior Normal Course. Entire year. Six credit hours per week.

Prerequisite, Chemistry I, II, III, IV.

This is an elementary course in Organic Chemistry, consisting of three hours lecture and three periods three hours each in laboratory. The Aliphatic compounds will be studied the first semester and the Aromatic compounds the second.

Fee, \$5.00.

MR. NORMAN.

DOMESTIC CHEMISTRY: One semester. Two hours laboratory and two hours lecture per week. Prerequisite, Chemistry I and II or one year of Chemistry in a first-class high school.

This course is designed for and required of those specializing in Domestic Science. It embraces foods, compositions, preservation, digestion, waste products; textiles, wool, silk, cotton, fiber silk, their identification, selection, and combination; laundering, dry cleaning, spots, scrubbing; patent, proprietary, and household remedies, and frauds.

HISTORY

HISTORY IX: *Roman History (753 B. C.-800 A. D.)*. A study of the development of Roman ideals and institutions and their influence, especially in the realm of law and government, on the civilization of modern times. *Four* hours. MR. LARGENT.

HISTORY X: *American Colonial Period (1492-1776)*. A survey of those forces that led to the discovery, exploration, and settlement of America; the rivalry among the colonizing nations; the colonists' struggle for existence; a comparison between the institutions developed in the colonies and those of England; the growth of the idea of independence. *Four* hours. MR. LARGENT.

MATHEMATICS

MATHEMATICS VI: Geometry III. (Solid Geometry.) Demonstration of theorems and problems, including planes, dihedral and polyhedral angles, prisms, pyramids, similar and regular polyhedrons, cylinders, cones and spheres.

MISS DENOON.

Prerequisites, Mathematics I, II, III, IV and three years of secondary or high school work.

MATHEMATICS VII: Trigonometry. Definitions of trigonometric function, functions of 0, 30, 45, 60, 90, etc., degrees; formulæ of sin, cos, tan, etc., of the sum and difference of two angles, twice an angle and half an angle, anti-trigonometric functions; use of tables; solution of right and oblique triangles; formulæ for right and oblique spherical triangles; Napier's rules; geographical and astronomical problems. MISS HACKNEY.

Prerequisites, Mathematics I, II, III, IV, V, VI.

MATHEMATICS VIII: Analytic Geometry. (Plane Analytic Geometry.) Co-ordinates, loci of equations, straight line, parallels and perpendiculars, circle, parabola, ellipse and hyperbola, tangents and normals, poles and polars. Trigonometry is a prerequisite to Analytic Geometry.

MISS HACKNEY.

MECHANICAL DRAWING

ART II: *Mechanical Drawing.* One year, eight hours a week in laboratory, giving a credit of *four* semester hours for each semester.

Materials:

- Book on mechanical drawing.
- Mechanical drawing paper 14" x 17".
- 1 set of mechanical drawing instruments.
- 1 scale rule.
- 1 irregular curve.
- 1 bottle of India ink.
- 1 drawing board.
- 1 T-square.
- 1 45° and 1 30° angle.
- Thumb tacks.

Drawings:

- Plate I, involving use of all tools.
- Plate II, lettering.
- Plates III, IV, V, VI, construction in geometrical figures.
- Plate VII, lettering.
- Plates VIII, IX, Orthographic projections.
- Plates X, XI, XII, working drawings.
- Plates XIII, XIV, XV, developments.
- Plate XVI, the helix and an application to the square and V-thread.
- Plates XVII, XVIII, XIX, XX, complete working drawings of bench vise, drill press with tracings and blue-prints.

LATIN

Course A: Vergil, Aeneid, Georgics, Bucolics; Cicero, selected. Prose

Composition, Bennett's New Latin Composition, Part II. Sight Reading. One year.

Course B: Livy, Horace. Prose Composition, Gildersleeve and Lodge. Sight Reading. One year; open to those who have taken Vergil and Cicero in preparatory course.

Course C: Juvenal, Plautus. Prose Composition, Gildersleeve and Lodge. Sight Reading. One year; open to those who have taken Course B.

GERMAN

FIRST YEAR

GERMAN I AND II:

Grammar—Curme's First German Grammar.

Reading—Holzwarth's *Gruscz aus Deutschland*, Immensee, Hoccher als die Kirche, Der Zerbrochene Krug or books of similar character (200 pages at least), *Aus Nah und Fern*.

SECOND YEAR

GERMAN III AND IV:

Bacon's German Composition.

Reading—Karl Heinrich, Minna von Barnhelm, Wilhelm Tell (600 pp. at least), *Aus Nah und Fern* out of class for reports.

THIRD YEAR

GERMAN V AND VI:

Bacon's German Comp. (cont.).

Reading—Hermann u. Dorothea, Die Journalisten, Wallenstein, Das Lied von der Glocke, and other Poems.

Priest's German Literatur, "*Aus Nah und Fern*" out of class.

FOURTH YEAR

GERMAN VII AND VIII: *Theme Writing:*

Reading Nathan der Weise, Die Heimat, Der Trompeter von Saeckingen. Collateral readings for German Literature.

Scientific or Commercial German given on request.

FRENCH

FRENCH I: Fraser and Squair's French Grammar—Part I. Reading of Bruno's "*Le Tour de la France*." Daily question and answer work is based on the above texts, phonetic exercises being introduced when needed.

FRENCH II: Fraser and Squair's French Grammar—Part I. Completed. Special drill on irregular verbs. Bruno's "*Le Tour de la France*"

completed. The daily reading is used as a basis for work in conversation and short themes. The analysis and memorizing of J. J. Rousseau's "Le Lever du Soleil" and La Fontaine's "Le Corbeau et le Reward," with special attention given to the French diction.

FRENCH III: The course begins with a reading of prose typical of different phases of French life, to enlarge the vocabulary of the student and to familiarize him with the most common idioms.

George Sand's "La Mare au Diable."

La Brite's "Mon Oncle et Mon Cure."

About's "La Mere de la Marquise."

Composition and conversation are based on the above texts.

Supplementary reading from "Choses et Autres," a French magazine.

FRENCH IV: Moliere's "Le Bourgeois Gentilhomme" and selections from Victor Hugo. A study of the life of the authors and their place in literature.

Composition: Chardenal's Advanced French Course—Part I.

Supplementary reading—"Choses et Autres."

FRENCH V: French Literature of the first half of the Seventeenth Century.

FRENCH VI: French Literature of the second half of the Seventeenth Century.

FRENCH VII: French Literature of the first half of the Eighteenth Century.

FRENCH VIII: French Literature of the second half of the Eighteenth Century.

SPECIAL EXAMINATIONS

Special examinations come under four headings:

1. Cases where students have, for reasons satisfactory to their instructors, been unable to attend the regular examination when it was given and have not been excused from said examination.

2. Cases where the student has failed to make a "passing grade" in the regular examination, and the conditions are such as commend his case as one worthy of favorable consideration by the committee.

3. Cases where a student desires advanced standing on a subject in which the "Committee on Credits" cannot grant without substantial proof by written test that he is worthy of the credit desired.

4. Cases where a student has done special work under a private tutor or in some school not on the accredited list of this school.

NOTE I: Cases coming under Nos. 1 and 2 above are left entirely to the teacher under whom the class work was done; it is for him to grant or refuse permission for a special examination, and to give it if granted.

NOTE II: Those coming under case 4 will take their examination under the tutor, and not under the "committee," if the tutor is a member of the faculty at the time when the examination is taken, and is also the teacher of the subject on which the student wishes the examination.

The above and all other cases deemed worthy by the committee, will be given special examinations under the following regulations:

1. All special examinations will be given on the third Monday following the opening of each semester and semi-semester, at 2:30 p. m.

2. All candidates for special examinations, except those coming under cases 1 and 2 above, must present their claims for the privilege of passing such examinations to their class officers and *not* to the committee on Special Examinations. The class officers will investigate each case and will report their decisions to the Examination Committee, also to the candidates, that they may know whether to report for examination.

3. Those candidates who have done their class work in this school in the subject or subjects on which they wish examination, will be given an examination of the same grade and kind as the regular examination of the department in which the students did their class work.

4. Those candidates who have done their class work in a non-accredited school, or in a non-accredited subject of an accredited school, or have done it under a private tutor, or by self-tutorship, will be given an entirely different kind of examination—one that will cover the requirements of class or laboratory work in addition to the regular test of an examination. This will apply especially in such subjects as science, English, the other languages, history and the professional subjects.

5. The number of special examinations a student may take in any one department will hereafter be limited to one, if that examination comes under the head mentioned in section 4 above (the preceding section), namely, in cases where the work has been done independent of library, laboratory, and accredited class facilities. That is to say: Not more than one credit will be allowed in any department by way of special examination when the work has been done outside of class under either private tutorship, or self-tutorship, *unless a preliminary oral examination* reveal such a degree of familiarity with the subject as will warrant the head of the department in assuming that the candidate asking for such examination privilege meets the requirements of the standard of proficiency fixed for the particular subject in that department.

This ruling conflicts in no way with allowing credits for, or examinations on work done outside the classes here when that work measures up to the standards of proficiency fixed for class work here.

THE FEE charged for special examination is \$1.00 for each subject upon which the candidate tries the examination. This fee is paid in advance to the Secretary and a receipt presented to Mr. R. J. Largent, chairman of the "Committee on Special Examinations," or, if passed under an individual teacher as noted in section 2 under "NOTE" above, the fee is payable directly to the one conducting the examination.

GRADUATING CLASS, 1917

NORMAL

NAME	POSTOFFICE	COUNTY
Bennett, Mae	Freeman	Mercer
Boso, Goldie Lucille	Parkersburg	Wood
Bunch, Celia Irene	Parkersburg	Wood
Chambers, Pearl Adena.....	Moundsville	Marshall
Chancellor, Zelma Lillian	Parkersburg	Wood
Clark, Anna Berger	Union	Monroe
Clark, Ruth Virginia	Parkersburg	Wood
Dawkins, Nettie	Sandyville	Jackson
Diehl, Ruth Elizabeth	Huntington	Cabell
Easley, Irene Cecil	Bluefield	Mercer
Geiger, Frances Anna	Huntington	Cabell
Griffith, Reba Irene	Huntington	Cabell
Hollandsworth, Ivan Glenwood.....	Hurricane	Putnam
Kennedy, Lillian Mae	Sistersville	Tyler
Kirsch, Rena Belle	Parkersburg	Wood
Love, Lillith Louise	Crestwood	Oldham, Ky.
McAlhatten, Mary Alice	Huntington	Cabell
Morgan, Alice	Freeman	Mercer
Morgan, Ethel Mae	Ronceverte	Greenbrier
Moroney, Marie	Huntington	Cabell
Phillips, Rachel Alice	Huntington	Cabell
Ramsey, Margaret Lenore	Sistersville	Tyler
Riggs, Janet Marian	St. Mary's	Pleasants
Scruggs, Hattie Elizabeth	Bluefield	Mercer
Van Stavern, Cora Ben	Pickaway	Monroe
Winder, Olive Esther	Chester	Hancock
Wood, Anna Lorraine	Huntington	Cabell

ACADEMIC

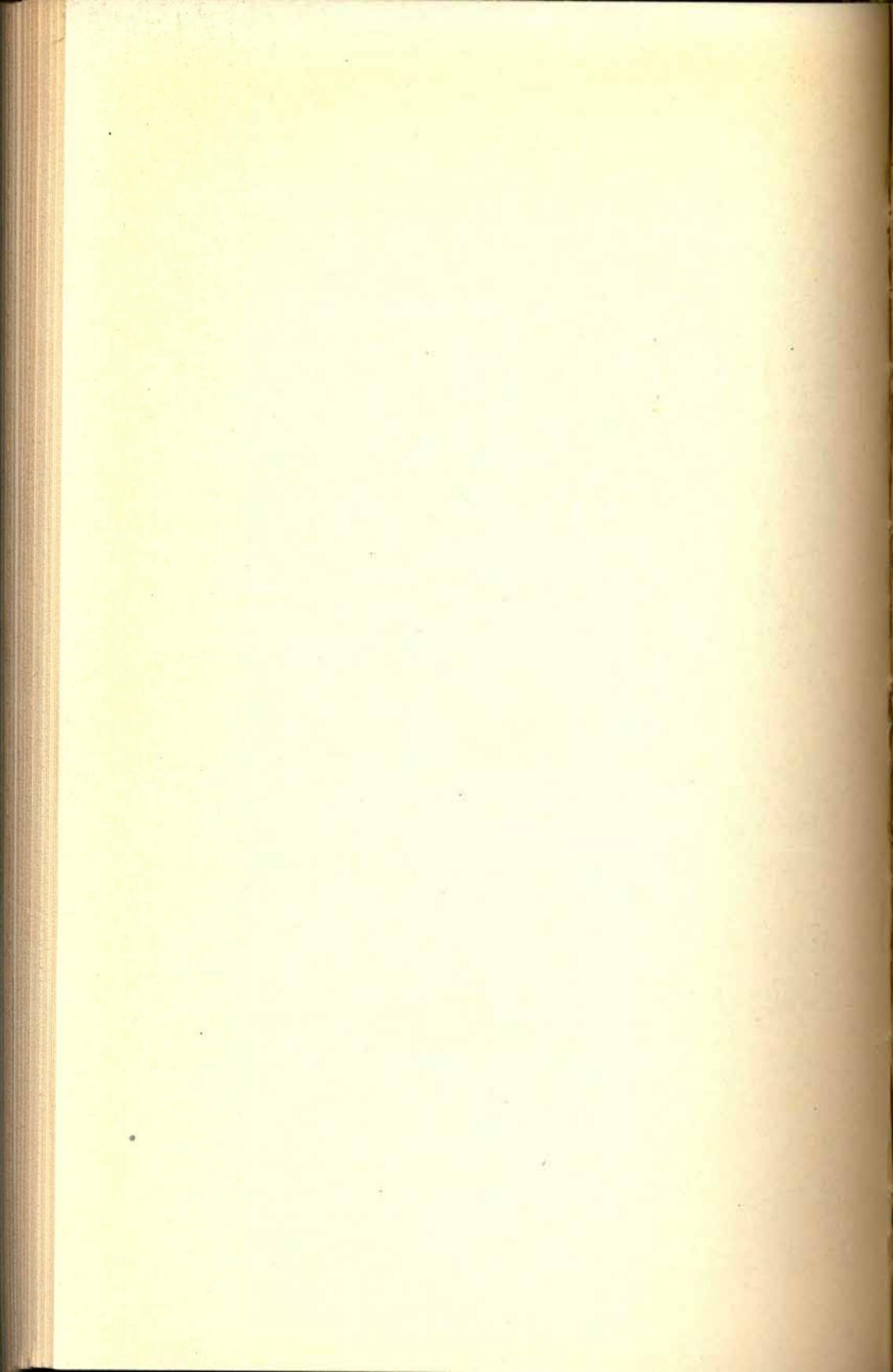
Adams, Maebelle Fitzgerald.....	Huntington	Cabell
Blackwood, Helen Russell	Huntington	Cabell
Blackwood, Owen Morris.....	Huntington	Cabell
Campbell, John Ray	Sandyville	Jackson
Cornwell, Don Fred	Huntington	Cabell
Cox, Lloyd Edgar	Gay	Jackson



YOUNG WOMEN'S CHRISTIAN ASSOCIATION



YOUNG MEN'S CHRISTIAN ASSOCIATION



ACADEMIC—Continued.

NAME	POSTOFFICE	COUNTY
Fischbach, Elizabeth Blanche.....	Huntington	Cabell
Gerlach, John Harry	Milton	Cabell
Johnston, Anna Marie	Huntington	Cabell
Lewis, Virgil Alfred	Huntington	Cabell
Marsh, Price Lantz	Mole Hill	Ritchie

SECONDARY

Bonar, Mary	Belleville	Wood
Calvert, Ruby Marian	Huntington	Cabell
Cavendish, Marguerite Alderson.....	Huntington	Cabell
Chambers, Wanee	Dameron	Raleigh
Davisson, Hugh Maxwell.....	Harlin	Doddridge
Donovan, Ruth Davis	Huntington	Cabell
Dougherty, Duncan Wilmer.....	Palestine	Wirt
Dudley, Mary Clare Chaffin	Huntington	Cabell
Ennis, Lillian May	Huntington	Cabell
Ferguson, Emmett Warren	Huntington	Cabell
Foglesong, Howard Dale	Point Pleasant	Mason
Gregory, Jean Alexander	Huntington	Cabell
Harrison, Mary Ruth	Huntington	Cabell
Hogg, William Bennett	Huntington	Cabell
Kelly, Mary Martin	Huntington	Cabell
Light, Bess Lee	Clendenin	Kanawha
Meadows, William Henry	Huntington	Cabell
Midkiff, Ouida	Huntington	Cabell
Montgomery, John	Spencer	Roane
Morris, Robert Taylor	Huntington	Cabell
Mossman, Sybil Claire	Huntington	Cabell
Price, Herschel Chandos	Huntington	Cabell
Renner, Antoinette Austin	Huntington	Cabell
Rice, Cesco Lee	Hurricane	Putnam
Rifle, Lucille Chambers	Huntington	Cabell
Samples, James William	Clarksburg	Harrison
Sheets, Lulu Hazel	Huntington	Cabell
Sowards, Erville Ellis	Hurricane	Putnam
Strohmeier, Elise Coyle	Chattaroy	Mingo
Wriston, Ralph Marting	Huntington	Cabell

PIANO

Fox, St. Elmo	Huntington	Cabell
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 CERTIFICATE STUDENTS

NAME	POSTOFFICE	COUNTY
PIANO		
Davis, Lillian Virginia	Huntington	Cabell

VOICE		
Griffith, Reba Irene	Huntington	Cabell

SHORT COURSE

Bobbitt, Virginia Josephine	Ronceverte	Greenbrier
Cobb, Garnett Gladys	Mercer's Bottom	Mason
Echols, Bess Long	Danville	Boone
Frazier, Luther Loy	Ft. Gay	Wayne
Grimmett, Basil Guy	Buck	Summers
Hannan, Mary Elizabeth	Huntington	Cabell
Henderson, Carrie Frances	Henderson	Mason
Hogue, Maude Julius	Deep Water	Fayette
Hoylman, Erie Magdalene	Pickaway	Monroe
Morrison, Josephine Ida	Proctorville	Lawrence, O.
Salmon, Martha Virginia	Huntington	Cabell
Schlossberg, Mary	Bluefield	Mercer
Sharp, Georgia	Edray	Pocahontas
Somerville, Mrs. Ouida Mae	Huntington	Cabell
Wells, Mary Margaret	Parkersburg	Wood
White, Dorsey Bryan	Gordon	Boone
Wilson, Rachel Esther	Ceredo	Wayne
Workman, Jefferson Bradley	Huntington	Cabell
Yoho, Beryl Floy	Woodlands	Marshall

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